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ABSTRACT

This is the final report on instructional and management evaluation of the Providence Bilingual Project at Fox Point High School for 1971. Part 1 states the hypotheses which underlie the data analysis, describes testing methods and results, and outlines recommendations which resulted from the evaluation. A section on process evaluation indicates that the instruction process seemed to be going very well, with competent teachers using teaching aides and audiovisual materials effectively. A teacher questionnaire indicates satisfaction with the Brown Institute, but stresses the need for curriculum development and for a uniform program of literacy teaching. The lack of native speaker fluency among teachers is noted. The administering of a personality test and an intelligence test is described, along with special problems, score analysis, and recommendations. Part 2, management analysis, discusses the planning, installing, operating, communicating, and evaluation aspects of the project and deals with the general impact on parents, community, teachers, students, and other participating institutions. An appendix contains a monitoring system which defines management responsibility, bi-weekly project activity reports, as well as other illustrative materials. (AM)

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Providence Title VII
Bilingual Education Program
Final Evaluation Report
1971

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CURRICULUM RESEARCH AND DEVELOPMENT CENTER
UNIVERSITY OF RHODE ISLAND, KINGSTON, RHODE ISLAND 02881
Phone 792-2824 792-2922

DIRECTOR, RICHARD F. PURNELL, Ph.D. ASSISTANT DIRECTOR, THOMAS R. PEZZULLO, Ph.D.
CHAIRMAN, DEPARTMENT OF EDUCATION — ROBERT W. MACMILLAN, Ph.D.

Presented here is the final evaluation report of the management and instructional product of the Providence School Department's Bilingual Education Program funded under the terms of Title VII of the ESEA.

Evaluation activities have been characterized by a close and cooperative relationship among the evaluator, the project director and the auditor. Teachers have been cooperative and cordial and the evaluator has enjoyed unrestricted access to the school and to files and records pertaining to the program.

In the judgement of the evaluator, Providence's Bilingual Education Program is a successful one. There is no question that communication has been established at all levels, a procedure for ensuring coordination of the various components has been implemented and adequate prior planning is evidenced by the smooth functioning of the program.

All teachers were carefully chosen, an intensive pre-service and summer training program is on-going, a variety of resource materials and audio visual aids as well as teachers aides in every classroom have ensured a smoothly functioning program staffed by trained and experienced teachers, many of whom are fluent in Portuguese.

Children in the program appear to be making satisfactory educational and social progress and teachers report they are generally pleased with program results.

Though there have been minor problems, particularly in the area of data

Theodore M. Kellogg, Ph.D.; David L. Vigneau, M.A.; H. R. Whaley, Jr., M.A.; John V. Long, Ph.D.;
Jerome A. Schaffran, Ph.D.; Richard E. Sullivan, Ph.D.; Nancy Reiser, B.S.

collection, the Providence Bilingual Education Program appears to be functioning smoothly and efficiently and is accomplighing its stated goals.

This report was prepared by Guy N. DiBiasio, Ed.D. and Richard E. Sullivan, Ph.D. Gary Ryan of the CRDC staff provided assistance in data collection and analysis.

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Guy N. DiBiasio, Ed.D.

Richard E. Sullivan, Ph.D.

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INSTRUCTIONAL EVALUATION

BILINGUAL EDUCATION PROGRAM

TITLE VII

PROVIDENCE SCHOOL DEPARTMENT

SEPTEMBER 30, 1971

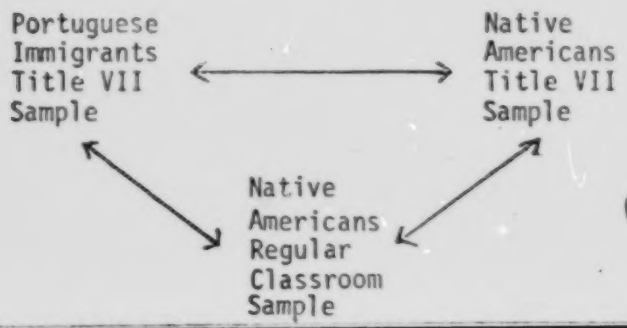
The instructional evaluation followed, in general, the evaluation design prepared for this project. The following changes were necessitated as the program commenced:

1. ESL children were eliminated from language achievement testing based upon an examination of pretest results which strongly indicated the inappropriateness of the instruments.

2. The potential for controlling prior learning through the use of Analysis of Covariance was not realized. This powerful statistical procedure requires that subjects and treatments be assigned at random. As suggested in the Interim Product Evaluation Report, the randomization of student assignment to groups was not fully achieved. A decision was made, therefore, to sacrifice the greater statistical power of Analysis of Covariance for an analysis more meaningful in light of the constraints placed upon true research experiments in the public school setting.

The evaluation procedures in this instructional report followed the following scheme:

FIGURE 1
SCHEMATIC REPRESENTATION OF TITLE VII
GROUPS IN GRADES 1-3 AND COMPARISONS MADE


Portuguese Immigrants Title VII Sample
Native Americans Title VII Sample
Native Americans Regular Classroom Sample

The following hypotheses served, in part, as the basis for data analysis:

1. There will be no significant difference between the test scores of the Title VII samples of Portuguese immigrants and the Title VII samples of native American (Anglos) on instruments designed to measure certain aspects of English language proficience.

2. There will be no significant difference between the test scores of the Title VII samples of Portuguese immigrants and the regular classroom samples of native Americans of instruments designed to measure certain aspects of English language proficiency.

3. There will be no significant difference between the test scores of Title VII samples of native Americans and the regular classroom samples of native Americans on instruments designed to measure certain aspects of English language proficiency.

4. There will be no significant difference between pre and post scores of the three samples on the two subtests of the Gates-MacGinitie Reading Test in grades two and three.

The Murphy-Durrell Reading Readiness Analysis was administered pre and post to the first grade groups. The Phonemes and Letter Names subtests assess competencies requisite for success with more complex reading skills. For this reason, it was decided that, in addition to comparing group posttest scores, an examination of progress toward 100% mastery of the tasks would provide meaningful information for next year's instructional program. Table 1 contains the results of posttest comparisons and Table 2 contains displays of pre and post results divided into five mastery levels for the two subtests. The upper cell entry represents phoneme mastery; the lower cell entry represents Letter Name I mastery. Only those children for whom pre and post test scores were available were included in the analysis.

The results indicate a statistically significant difference between

TABLE 1

Between-Group Post Comparisons for the Phonemes Total and Letter Names I Subtests of the Murphy-Durrell Reading Readiness Analysis, Grade I

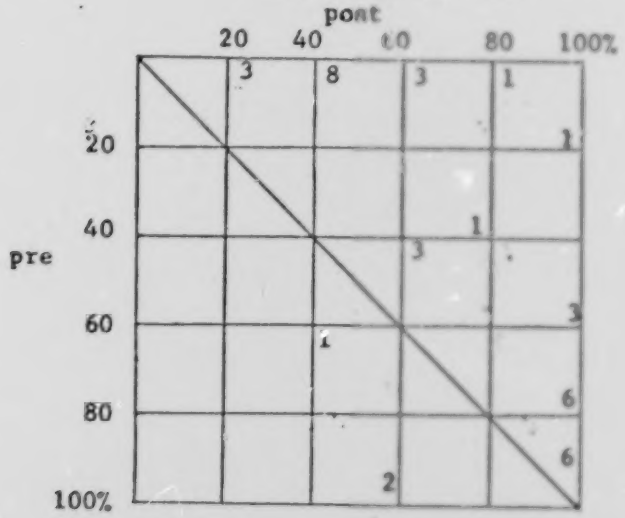
	Portuguese (n=15)			Regular (n=19)	
	$\bar{X}$	S.D.		$\bar{X}$	S.D.
Phonemes, Total	36.13	9.7	t=2.565 *	26.74	11.34
Letter Names, I	24.20	7.46	t=.083	23.42	9.91
	Anglo (n=16)			**Regular (n=19)**	
	$\bar{X}$	S.D		$\bar{X}$	S.D.
Phonemes, Total	34.50	14.63	t=1.802	26.74	11.34
Letter Names, I	25.75	4.38	t=1.173	23.42	9.91
	Anglo (n=16)			**Portuguese (n=15)**	
	$\bar{X}$	S.D.		$\bar{X}$	S.D.
Phonemes, Total	34.50	14.63	t=.364	36.13	9.7
Letter Names, I	25.75	4.38	t=.714	24.20	7.46

*$p < .05$

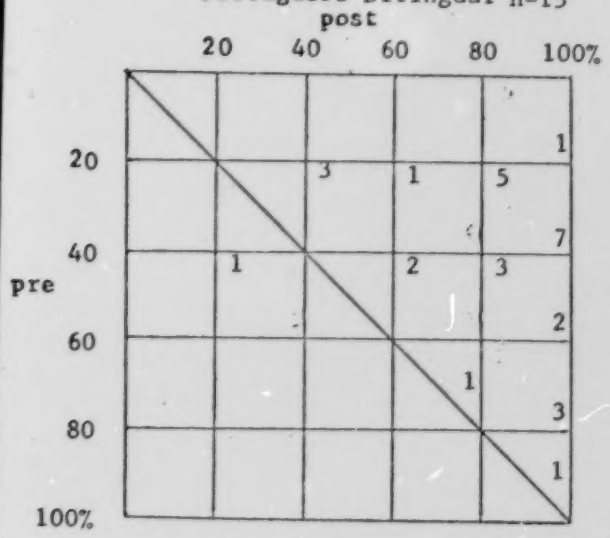
TABLE 2

Pre - Post Comparisons of Progress Toward 100% Mastery on the Phonemes I and Letter Names I Subtests of the Murphy-Durrell Reading Readiness Analysis for Grade One Pupils

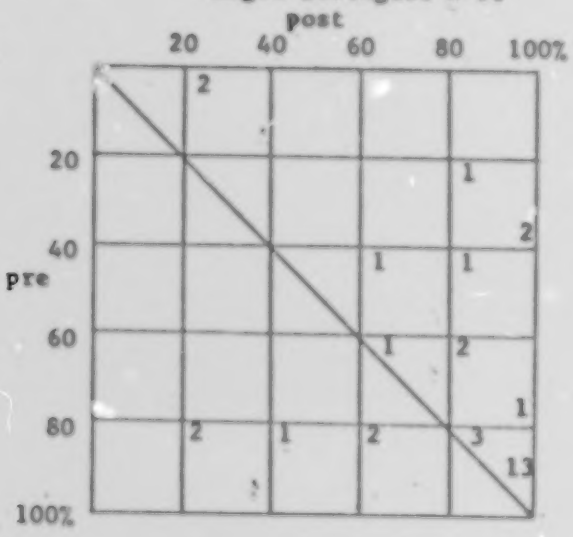
Regular Class n=19



Portuguese Bilingual n=15



Anglo Bilingual n=16



Upper cell entries represent Phonemes; lower cell entries, Letter Names, I. Pretest levels are represented by the rows; posttest levels by the columns. The entries represent numbers of children. For example, in the regular group 3 children had pretest phoneme scores between 0-20% and posttest scores between 20-40%. Entries to the right of the diagonal represent gain; those to the left, loss. For example, in the Anglo bilingual group, 2 children had pretest phoneme scores between 80-100% and posttest scores between 20-40%.

the Portuguese bilingual group and the regular group for Phonemes. Below are the pre and post means for these subtests.

	n	Pre	Post
Regular	19		
Phonemes		7.42	26.74
Letter Names I		18.74	23.42
Portuguese	15		
Phonemes		18.47	36.13
Letter Names I		12.13	24.20
Anglo	16		
Phonemes		36.75	34.50
Letter Names I		22.5	25.75

An examination of these means in conjunction with the matrix displays suggests that all groups made progress towards 100% mastery of the skills; however, the individual variation was greater than might be expected. Since the tasks being assessed are crucial for success in dealing with more complex decoding-encoding activities, attention should be directed to continuous monitering of individual progress. In the case of individuals such as the five Anglo bilingual pupils who regressed on the Phonemes test the decision to retest would be determined by the teacher if the results did not correspond with her program-long assessment of growth.

The results of the teacher ratings of second language competencies provide further evidence that the first grade program is achieving its first priority of increasing the primary language skills of speaking and listening. The scale used for rating performance in the Fall and Spring accompanies Table 3. The greatest gains were made in the areas of listening and speaking by Portuguese children in grade one. Having been

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Ordinal Scale, for Evaluating
Second Language Achievement

SKILL	Proficiency Level one		Proficiency Level two		Proficiency Level three	
	1.	2.	3.	4.	5.	6.
LISTENING						
SPEAKING						
READING						
WRITING						

TABLE 3

Mean Change in Teacher's Rating
of
Second Language Competencies

	Grade 1		Grade 2		Grade 3	
	Portuguese	Anglo	Portuguese	Anglo	Portuguese	Anglo
LISTENING	3.45	2.12	1.88	1.41	1.00	1.78
SPEAKING	2.75	2.00	1.31	1.32	.96	1.52
READING	1.05	2.04	1.31	1.41	1.04	1.78
WRITING	n.a.	2.08	.94	1.36	.96	1.00

utilized in the 1969-1970 Providence program, satisfactory progress is considered to be one scale unit. While rater reliability information is not yet available for the scale, formal and informal observation observation of pupil performance by the project director and the evaluator support the findings of the teacher ratings. The success of the first grade program in dealing with the primary language skills lends further support to the growing body of research strongly suggesting that children need many experiences in oral language whether in first or second language before proceeding to the secondary language skills of reading and writing. The greater gain by the Portuguese bilingual children could be due to more out-of school opportunities to listen and speak in the second language, English.

In grades two and three the Gates-MacGinitie Reading Test was administered to the two bilingual groups and the regular group. Table 4 contains between-group post comparisons for the three groups. As with grade one, only those children were included for whom pre and post test scores were available. In grades two and three, Anglo bilinguals had statistically significant higher scores on both subtests when compared with the native Americans, regular group. The Anglo bilinguals had significantly higher scores than the Portuguese bilinguals as well. Table 5 contains within-group pre-post comparisons for the three samples. Both the Anglo and Portuguese bilingual groups made significant gains at both grade levels with the greatest gains occurring in grade two, with the exception of grade two Anglo Comprehension. As suggested in the Interim Product Evaluation Audit Report, the acquirement of reading vocabulary is requisite for comprehension. The results suggest that the second grade bilingual program is succeeding in this task. The results of testing

TABLE 4

Between Group Post Comparisons of the Gates-MacGinitie Reading Test Using a t-test for Independent Groups

	Grade 2				Grade 3			
	Regular (n=23)		Anglo (n=16)		Regular (n=21)		Anglo (n=22)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Vocabulary	16.72	9.66	25.69	11.01	22.71	9.09	34.95	8.23
		t=2.709**				t=4.65**		
Comprehension	9.02	5.58	16.88	8.31	16.62	9.9	30.91	10.56
		t=3.56**				t=4.59**		
	Regular (n=23)		Portuguese (n=24)		Regular (n=21)		Portuguese (n=26)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Vocabulary	16.72	9.66	17.40	7.76	22.71	9.09	22.38	8.33
		t=.268				t=.051		
Comprehension	9.02	5.58	10.83	6.41	16.62	9.9	13.79	8.25
		t=.595				t=.408		
	Anglo (n=16)		Portuguese (n=24)		Anglo (n=22)		Portuguese (n=26)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Vocabulary	25.69	11.01	17.40	7.76	34.95	8.23	22.38	8.33
		t=.955				t=5.26**		
Comprehension	16.88	8.31	10.83	6.41	30.91	10.56	13.78	8.25
		t=1.13				t=6.34**		

** $p < .01$

TABLE 5

Within Group Comparison of the Gates-MacGinitie Reading Test

Using the t-Test for Dependent Measures

	Grade 2				Grade 3			
		Gain				Gain		
	n	$\bar{X}$	S.D.	t	n	$\bar{X}$	S.D.	t
Regular	19				17			
Vocabulary		1.76	12.25	0.63		5.65	9.68	2.41*
Comprehension		0.21	7.32	0.12		5.35	8.15	2.71*
Anglo	14				20			
Vocabulary		11.71	9.38	4.68**		8.65	4.94	7.83**
Comprehension		7.14	8.43	3.17**		11.50	7.69	6.69**
Portuguese	15				17			
Vocabulary		9.47	8.18	4.48**		7.12	10.45	2.81*
Comprehension		9.90	6.55	5.86**		6.53	8.91	3.02**

*$p < .05$
**$p < .01$

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with the native American regular class sample were somewhat disconcerting. Gain on both subtests in grade two was minimal and posttest variation within the sample was extremely high. An examination of individual raw scores on both pre and post tests indicated a number of pupils regressed a considerable amount. While variability in performance is to be expected, the components,contributed by the learner and the instrument can be estimated with some accuracy, given the technical information available for most well developed tests. The third component contributing to test variability, test administration, may be the component responsible for the range of posttest performance in grade two. The requirements imposed by many tests for accuracy in direction-giving, timing, etc., need to be carefully considered by the examiner and, if possible, one person should be responsible for all administrations of a particular instrument to reduce examiner variability. As suggested earlier, continuous monitering of pupil progress in the skills being assessed by the teacher can assist in decision-making regarding retesting.

The teachers' ratings of second language competencies indicate that satisfactory progress was, on the whole, realized. The grade three Portuguese bilingual children were rated as having made the smallest amount of gain for the three grades, but fine distinctions among comparisons of means are not recommended at this stage in the development of the scale. Evaluating language proficiency at the level represented by Proficiency level three is not an easy assignment to give to anyone. The in-service program provided by Brown University during the Summer of 1971 included linguistics and the teachers should possess greater insights into the complexities of language at both the applied and more theoretical levels.

The following recommendations are based upon the results of the product evaluation, observations provided in the Interim Product Evaluation Audit

Report by Mr. Bernard Cohen of Dunlap and Associates, Inc., materials developed during Brown University's in-service workshop and instruments developed by the Curriculum Research and Development Center specifically for the Providence bilingual program:

1. Diagnostic instruments such as the Cooper-Maguire Reading Analysis test should be utilized in the 1971-72 program at all instructional levels.

2. The Gates-MacGinitie Reading Test, while of somewhat questionable value, should be utilized in next year's program if a longitudinal study of the program is carried out. This is the only instrument providing data for several years.

3. The instruments developed by the Curriculum Research and Development Center should be employed with both the Portuguese and Anglo bilingual children.

4. Unless some means of effectively randomizing the assignment of children to groups can be developed, it is recommended that this aspect of the program be discontinued. The problems of random assignment have recurred for several years and time and energy spent in testing and assignment could be better utilized.

5. Teacher self-evaluation reports supplementing evaluations conducted by the project director would provide the classroom teacher with an opportunity to reflect upon her classroom role. The results of self-evaluation could be used to improve teacher-perceived weaknesses on an individual or group basis if desired by the teachers.

6. The continuation of teacher ratings of second language competitives with further research conducted regarding reliability of the scale.

7. The involvement of parents in program evaluation would add a dimension to the program that presently does not exist in a formal way.

8. The IPAT should be discontinued and the California Tests and Measurement be administered on an as-needed basis rather than to entire

groups. Further research should be conducted regarding its use with Protuguese children.

9. Diagnostic instruments dealing with such complex reading skills as comprehension should be used where appropriate. Until very recently such instruments were not available.

The 1970-71 bilingual instructional program was successful. The recommendations deal mainly with a further refinement of testing procedures. Education throughout the country is slowly shifting its emphasis from norm-referenced performance to the more individual assessment of progress toward observable performance outcomes. While the degree toward legitimate specifications for learning outcomes has not been resolved, the trend is unmistakably clear. These recommendations reflect this trend.

Criteria reference Testing
Individual diagnostic Testing / with materials (resources) for betterment available

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PROCESS EVALUATION

The evaluation of teaching process has been undertaken primarily by the project director and the final report on process remains essentially unchanged from the interim report. Classroom visits were made by the evaluator on an informal basis usually, to discuss other aspects of the Title VII program. The project director's evaluations were more formal, involving the utilization of the teacher evaluation form included in the interim report. The evaluator and project director discussed process evaluations.

All of the Title VII teachers at the Fox Point School, with one exception, are tenured experienced teachers. They demonstrated subject matter and technical competence as well as effective classroom management techniques. In all visits by the evaluator, it was noted that the teachers were utilizing their aids effectively.

Generally, the teacher worked with one group of children, the aide worked with another, while another group of children worked independently. This seemed to be an effective classroom organization, for most children usually appeared to be happily engaged in their activities.

Teachers managed to balance the academic work of the curriculum with other activities in art, etc. The children were especially busy and excited when working on costumes and building decorations which were held during the school year on various occasions.

Particularly note worthy was the use of tape recorders in the classrooms, primarily in the second-language classrooms the children appeared to enjoy recording their voices and then hearing them later. Teachers also made extensive use of specially prepared charts and other visual material, particularly in the area of reading instruction. Samples of teachers prepared dittos appear in the appendix.

In conclusion, no problems were noted in process. The Fox Point teachers are generally experienced competent teachers who demonstrated clear mastery of the technical skills of teaching. They use the reinforcement of rewards to elicit desired behavior and always appeared to be in control of the classroom situation. They used their aides and other types of audio-visual aids effectively.

QUESTIONNAIRE - BROWN INSTITUTE PARTICIPANTS

The questionnaire described below was distributed to seventeen teachers whose names were obtained from the Bilingual Education office as having attended the 1970-71 pre-service and service institute conducted by Brown University. Thirteen questionnaires were returned. The numbers which appear in parenthesis after each item indicate the responses to that item. In some instances, respondents left several items blank, in which case the total number of responses reported does not equal the number of questionnaires returned. In one case particularly, a respondent who is a principal left most of the items blank. Nine of the respondents are classroom teachers in grades one through eight in the Providence Public Schools, three are aides, and, as indicated above, one is a principal.

The majority of respondents indicated they have been pleased with the Brown Institute. Many, however, also indicated they would like to see some changes in the Brown program. In item 11, seven participants indicated a need for additional work in curriculum development. This response is supported by the frequency of a high rating for curriculum development in item 9, and by the responses to item 18. These responses on the questionnaire also support verbal reports of the teachers at the Fox Point School. Almost uniformly, they expressed a great need for additional work in curriculum development to supplement the text books.

Few of the teachers indicated native speaker competence in each of the skills listed in item 13. Perhaps the Brown Institute could devote more attention to second-language instruction in Portuguese for the teachers. The advantages of native speaker fluency for the teachers who work with young Portuguese children is obvious. Two respondents indicated a need for Portuguese language instruction in item 11.

The great majority of participants indicated the Brown program has been useful in helping them to better utilize the aids listed in item 15.

In conclusion, based on the responses made by participants, the Brown University pre-service and in-service institutes seem to be meeting the needs of the teachers. It is recommended that the Brown program devote more attention to curriculum development, however, perhaps specialized instruction in curriculum development in each subject area would be useful. A final suggestion is that the Brown program provide some instruction in the teaching of reading, primarily to assure some uniformity and hence continuity in the reading instruction offered at the Fox Point School. This suggestion is prompted by the complaint of the teachers of Portuguese that the Portuguese textbooks are based on a global approach to reading. Such an approach does not coincide with the carefully sequenced skills approach utilized in reading instruction in English. The teachers handled this problem in varied ways, but this may lead to confusion when children move on to another teacher.

unifying the Port curriculum (reading)
1) Employment of Curriculum writer

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UNIVERSITY OF RHODE ISLAND
CURRICULUM RESEARCH AND DEVELOPMENT CENTER

QUESTIONNAIRE FOR TITLE VII TEACHERS *
(YOUR ANSWERS WILL REMAIN STRICTLY CONFIDENTAL)

1. Name_____ Date_____

2. School Address_____

3. Circle the letter next to your level of education

a. bachelor's degree only (1)
b. some graduate work (3)
c. graduate work in a master's program (0)
d. master's degree (1)
e. master's plus additional graduate work (5)
f. aide (3)

4. If you circled b,c,d, or e, is your graduate work part of Brown University's pre-service/in-service Title VII program? (circle one)

Yes (8) No (1)

5. How many years teaching experience have you had? 20(1); 34(1); the remainder ranged from 2 - 7

6. Are you a regular classroom teacher or a specialist foreign language teacher? (check one)

a. 3 Regular classroom teacher, teaching all or most subjects, including foreign language classes.

b. 3 Regular classroom teacher who does no foreign language teaching.

c. 3 Specialist foreign language teacher who teaches mainly foreign language classes.

d. 3 Aide

7. If you are a regular classroom teacher (a or b above) answer applicable questions below. (otherwise go ahead to question 8)

a. grade level taught 1-8

b. second language you teach English 3; Portuguese 3

c. to what extent do you use this second language
___ I do not use it as medium
(1) I use it in some subjects
(6) I use it in all subjects

* Adapted from H.H. Stern (ed.) Languages and the Young School Child. (London: Oxford University Press, 1969), pp. 256-259.

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8. If you are a specialist foreign language teacher, answer the questions below.

   a. What language (s) do you teach? Portuguese -(4); English -(2)

   b. At what grade level do you teach? Six Responses; 2-5

ALL TEACHERS SHOULD ANSWER THE FOLLOWING QUESTIONS

9. Indicate the relative merit of each phase of your pre-service/in-service training by placing a "4" next to the most worthwhile activity, a "3" next to the second most worthwhile activity, and so on for the remaining two activities.

	4	3	2	1
_____Contrastive analysis	2	3	2	2
_____Curriculum development and methods	4	1	1	3
_____Portugese Culture	0	5	4	0
_____Portugese language	4	1	1	3

10. Which one activity do you feel should be eliminated? Contrastive analysis indicated by five respondents.

11. Is there an instructional phase listed above to which you feel more time should be alloted? Seven Respondents indicated Curriculum Development

12. a. How long have you been participating in Brown's program? (answer in months)

    22-24 months - (7) 10-12 months - (6)

    _____Months

12. b. I am no longer participating, but I did participate for 0 months.

12. c. Why did you drop out of the program?

    _____

    _____

    _____

13. Using the key below indicate your competency in Portugese in each of the areas below.

a	b	c	d	e
How well do you understand it when you hear it spoken	How fluent are you in speaking it	How good is your pronunciation	How well do you read the language	How well do you write the language
5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
2 2 1 1 2 0	1 2 1 2 0 2	1 3 1 2 1 0	2 2 1 1 2 0	1 2 1 2 1 1

KEY 5 - Competence equal to that of a native speaker of the language

(cont'd)

4 - Competence somewhat inferior to that of a native speaker, but adequate for most purposes
3 - Competence considerably inferior to that of a native speaker
2 - Competence is quite rudimentary
1 - Competence is very rudimentary
0 - No competence at all

14. How do you teach your students the correct pronunciation of their second language sounds?

9 By making them listen carefully and imitate

7 By giving practice in imitation supplemented with explanations about how the sounds are made

____ I do not give any attention to correct pronunciation

15. How often do you use each of the following aids in teaching?

	Never	Sometimes	Often	Most of the time
a. blackboard		6	6	6
b. pictures		2	8	5
c. film strips		10	1	
d. sound movies	5	7		1
e. records		6	3	1
f. tape recorder		5	4	
g. language lab	5	3	2	1
h. translated material	4	2		1
i. language master	6	2	1	
j. video tape	6	4		
k. other_____				
l. overhead projector			1	
m. T.V. & Radio		1		

16. Which of the above do you find most useful? Pictures (7) and blackboards (6) were most frequent responses.

17. Has the Brown Program helped you to better utilize these aids? (10)- yes; (1) - no

18. Please check appropriate comment below:

1 I don't feel I can derive additional benefits from the program

6 The program needs to be changed (please specify how)

More work in: Curriculum Development (3); Portuguese Materials (1); Learning Portuguese (1); Junior High Instruction (1).

5 The program is satisfactory and I intend to continue

California Test of Personality and the I.P.A.T.

As part of the program's evaluation, children in the bilingual Anglo, Portuguese, and E.S.L. classrooms were administered two tests of special design. The first test administered was the California Test of Personality, a test developed to measure a child's personal and social adjustment. The second test was the Institute of Personality and Ability Testing (I.P.A.T.) Culture Fair Intelligence Test, designed to measure Spearman's concept of "g", a general mental factor. To fully understand and interpret the test results given for these tests we must first understand their basic organization and method of interpreting a child's raw score.

TEST DESCRIPTION:

The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social adjustment. Personal adjustment is assumed to be based on the feeling of personal security; and social adjustment on the feeling of security in the social realm. The items in the personal adjustment half of the test are designed to measure evidence of six components deemed necessary for personal security and the items in the social adjustment half are devised to measure six aspects of social behavior.

The following test breakdown is not designed to list measured general traits but rather groupings of more or less specific tendencies in human behavior: to feel, think and act.

PERSONAL ADJUSTMENT

1a. Self-Reliance - Is the student stable emotionally and responsible to his behavior?

1b. Sense of Personal Worth - Does the student feel capable and reasonably attractive?

1c. Sense of Personal Freedom - Desirable freedom includes permission to choose one's own friends and to have at least, things such as a little spending money or choice in clothes selection.

1d. Feeling of Belonging - Does the student get along well with his teachers and usually feels proud of his school?

1e. Withdrawing Tendencies (freedom from) - Does the student have reasonable freedom among these tendencies to withdraw or substitute the choice of a fantasy world for actual successes in life?

1f. Nervous Symptoms (freedom from) - The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite frequent eye strain, inability to sleep, or a tendance to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

SOCIAL ADJUSTMENT

2a. Social Standards - Does the individual understand what is regarded as being right or wrong?

2b. Social Skills - Is the pupil socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them and when he is diplomatic in his dealing with both friends and strangers?

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2c. Anti-Social Tendencies - Normal adjustment in this area is characterized by reasonable freedom from bullying, frequent quarreling, disobedience and destructiveness to property.

2d. Family Relations - In this category superior family relations also include parental control that is neither too strict nor too lenient.

2e. School Relations - Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2f. Community Relations - Satisfactory community relations include the disposition to be respectful of laws and of regulations pertaining to the general welfare.

The second special test administered, the I.P.A.T. Culture Fair Intelligence Test, attempts to measure the general mental factor, "g", a construct hypothesized to underlie all primary mental abilities and which enters into practically all specific ability performances. It is generally classified as an intelligence test.

The culture fair tests of the I.P.A.T. are provided at three levels: scale 1, four to eight year olds and effective institutional adults; scale 2, eight to twelve year olds and selected adults, i.e., all but the brightest high-school educated; scale 3, for upper high-school, college adults and those already selected groups within which stiffer selection is needed, eg., graduate students and executives. Unlike scales 2 and 3, scale 1, which was used in our evaluation, is not entirely culture free. This is due to the difficulty in obtaining a sufficiency of test items in a perceptual test medium that would command the sustained interest of the

young children tested as well as meet other requirements special to this age range. However, four of the eight sub-tests, 1, 2, 3, and 8 constitute culture free tests and can be used as a sub-battery for this purpose. The present I.P.A.T. test is based on research in 18 different kinds of sub-tests used in the Binet, Miller, Palmer, and other scales in this four to eight year range.

The test is broken down into eight separate sections or sub-tests: Test 1 deals with substitution; Test 2, classification; Test 3, mazes; Test 4, selecting named objects; Test 5, following directions; Test 6, wrong pictures; Test 7, riddles; and Test 8, similarities. The number of possible correct responses in each sub-test is twelve giving us the total possible score of 96. If the Group Test Abbreviated Form is administered (Sub-tests 1,3,4, and 8) the total number of correct responses are doubled to arrive at the total test score.

HOW RESULTS ARE REPORTED:

The California Test of Personality is reported in terms of the groupings of specific tendencies. On each section of the test a child can obtain a maximum raw score of 8 which then can be converted to a percentile score and compared with the national norm. These groupings of specific tendencies are then combined into personal and social adjustment segments and when the raw scores for each section are totaled we can again convert them to percentiles for purpose of comparison . (National mean is 50). When looking at these scores we must keep in mind that the score recorded is a percentile range not a specific point, i.e., a score of 20 represents a range from 15.0 through 24.9 and a score of 30 represents a range from 25.0 through 34.9.

California Test of Personality
Class Mean Percentiles

	Personal Adjustment	Social Adjustment
GRADE 1		
Anglo	37.5	41.0
Port.	25.1	20.5
GRADE 2		
Anglo	27.7	22.8
Port.	14.5	30.0
GRADE 3		
Anglo	34.9	44.9
Port.	20.5	24.9
ESL		
Lower Primary	24.9	24.9
ESL		
Intermediate Primary	27.5	17.5

These test scores show that the Anglo groups scored relatively higher in all categories, except Grade 2-Social Adjustment, than did the Portuguese test groups.

From Grade 1 to Grade 3 personal adjustment shows a slight decline while social adjustment shows a complete reversal of this trend. There are many factors that could attribute to this change; a child may be willing to give up some of his personal sense of freedom for group or social acceptance. As a child grows older social expectations become greater and more is expected of him; this could also contribute to the trend. There are many variables that might influence these test scores and further investigation into this area of personal self-worth vs. social acceptance is suggested. In addition, attention should be directed to the socialization experiences of the older ESL children.

The scores of the California Test can also aid in understanding how a pupil or a class as a whole relates to peer grouping and the community.

It is obvious that this information, used correctly, can aid in the development of class and personal behavioral objectives.

Some specific problems encountered with the California Test of Personality were: group responses, one individual calling out his selected answer and a number of other pupils answering accordingly. Non-uniformity in question emphasis, caused by more than one test administrator and translation problems in conveying exact ideas into Portuguese.

The I.P.A.T. Culture Fair Intelligence Test, when administered under ideal conditions, provides a child's Intelligence Quotient (I.Q.) and his Mental Age. These scores are arrived at by correlating the pupil's raw score on the test and his chronogical age. Therefore, for a pupil to receive an I.Q. score of 100 and a mental age of 7.2, he must be 7 years and 2 months old and achieve the corresponding raw score on the I.P.A.T.

Due to the circumstances at Fox Point Elementary School, it was necessary to give the group test abbreviated form. This combination of sub-tests includes only those which can be administered in a group test situation with whatever size and age class the test administrator feels he can handle. In all cases, except for the lower or younger E.S.L. classes, the test was administered to the full class of 17 to 23 pupils. In the smaller E.S.L. classes it was administered to four pupils at a time.

For comparison purposes, we have listed the class mean I.Q., mental age, chronological age, and standard deviation. The individual scores, due to the group test abbreviated form were arrived at by totaling the number of correct responses and multiplying by two to give a total possible score of 96. This doubling was necessary to fit raw scores into the standardization tables.

not reliable However, significant when compared.

I.P.A.T. CULTURE FAIR TEST

Class Means

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	I.Q.	Mental Age	Chronogical Age
GRADE 1			
Anglo	126.71	8.9	7.1
Port.	103.43	7.6	7.8
GRADE 2			
Anglo	123.83	10.0	8.1
Port.	103.32	9.3	8.6
GRADE 3			
Anglo	116.73	10.7	9.1
Port.	101.52	10.1	7.8
ESL			
Lower	92.00	6.7	7.2
ESL			
Older	82.5	8.8	11.0

The specific problems encountered with the I.P.A.T. were more complex and resulted in nullifying the test's effectiveness in judging I.Q. and mental age for the pupils evaluated. Sub-tests 1 and 3 in the abbreviated form have set, rigid time limits and time (or speed) is a factor entering into the score. These time limits were impossible to strictly enforce due to the age group administered and the size of the groups tested. Again, translation played a major role in distorting the true raw score. Some general problems found in the I.P.A.T. are the low validity and reliability coefficients listed in the test manual. The standardization tables are based on a small number of cases (400) combining American and British samples. The test manual also states that Scale 1 culture free sub-test norms are not yet available. The real doubt about using intelligence tests standardized at this age level is that, because of their dependence largely upon nursery school samples, they represent a relatively middle class

selection. All pupils were administered Scale 1 regardless of age, in some instances pupils in the third grade and older E.S.L. class fell out of the eight to 12-year old range for which the scale was designed. All these factors combined make the I.P.A.T. extremely weak for purposes of evaluation.

RECOMMENDATIONS: (Test Be dropped)

One of the major problems encountered in administrating both tests was the fact that the administrator was not bilingual, therefore, the tests had from four to five separate administrators. The variation in some scores could be directly related to the individual emphasis or enunciation on any particular topic. For a more uniform distribution the tests should be given by one individual, who is bilingual, thereby, giving at least one form of standardization.

These tests, at least to the lower age level children, should be administered on an individual basis. This would allow adherance to strict time limits and do away with the possibiltiy of group responses. Timing devices, such as a stop watch, should be made available for all timed tests.

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Management Evaluation

Bi-Lingual Education Program

Title VII

Providence School Department

September 30, 1971

This management evaluation report has been prepared in accordance with the procedure established in the preliminary management evaluation outline. The report contains three sections: the first is a narrative following the five project components identified by the USOE - planning,installing, operating communicating and evaluating and a section titled "General Impact on Participating Groups"; the second section is comprised of the monitoring system developed to identify and to fix responsibility for various management tasks. The third section contains a series of project activity reports. Initiated in January 1971, these reports are intended as a sort of commentary on the progress of the program and on any particular problems in management or evaluation which has been noted.

The reports may amplify or clarify certain aspects of project management which may not be clear in other portions of the report. On a bi-weekly basis these reports were sent to the project director and to the auditor.

Recommendations for revision are incorporated in the text of the report, particularly in section I special attention is called to certain aspects of this report noted below:

1. Dissemination of information on the Title VII program is seen as a management function and is included in the discussion of the project of the component designated "Communicating".

2. The Instructional Evaluation portion of the final report on the Providence School Department's Bilingual Education Program (Title VII) includes discussions of the product and process phases of the programs, a brief

discussion of the in-service and pre-service program and an analysis of questionnaires completed by Title VII teachers.

3. In some instances, certain sections of the management evaluation makes reference to the instructional evaluation portion of the report. In these instances, it was felt that the topic under consideration touched on both management and instructional considerations.

4. Materials utilized to illustrate certain aspects of the management and instructional process are included in the appendix. These materials include samples of memorandums from the project director to teachers and parents, curriculum materials, correspondence with other agencies involved in the Title VII effort, curriculum bulletins, and other material relevant to the management and instructional process. Wherever appropriate, reference will be made to these materials.

5. So as to avoid repetition, materials included in the interim evaluation report will not be included in this report, though there may be an occasional reference to specific items. Included in the interim report were:

a) Brief narratives on the management and instructional processes, the in-service and summer institutes, and the general impact on participating groups.

b) Samples of curriculum bulletins issued by the project director.

c) A list of five-year bilingual project goals prepared by the project director.

d) An invitation to area parents to form the Title VII advisory committee, written in English and in Portuguese.

e) Samples of memos to area parents written in Portuguese and English, listing particulars of the Parents Advisory Committee Meeting and announcing the availability of application for admission to the bilingual program.

f) A sample of Providence Public School Progress Report written in Portuguese.

g) Several pages of instructional objectives in the cognitive, affective and psychomotor domains. Originally, it was intended that teachers fill in the process and evaluation sections so that these could be utilized during this project year. After a conference with the project director, however, it was decided to use these in next year's program. It was felt that adding the burden of having to work with these additional objectives to a schedule already crowded with standard testing procedures and with the Title VII Portuguese readiness and proficiency test development would create an intolerable situation for the teachers.

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Section I

Management Component Narrative

Inasmuch as Providence's Title VII effort is completing its second year of operation, many of the problems encountered during the first year and documented in last year's report were non-existent during the recently concluded project year.

I. Planning

1. Were individuals and groups to be affected by the program's operation involved in the planning of activities?

As might be expected, community involvement in planning the second year of Providence's Portuguese Bilingual Education Program at the Fox Point School was not as extensive as the first year when the project was being initiated. Nevertheless, community representatives were consulted and meetings were held. The committee remains substantially unchanged from the originally constituted Parents' Advisory Committee and has, on a continuing basis reviewed and constructively evaluated Title VII activities. This committee is composed of representatives of Brown University's linguistics and language department, a parish priest, Anglo and Portuguese parents from the Fox Point area, representatives of the Rhode Island State Department of Education, the project director (Frank Piccirilli), other representatives of the Providence School Department. Frank Piccirilli, project director, maintains records of meetings with this committee. These records were made available to the members of the University's evaluation team.

One additional method of insuring community participation in the Providence Title VII program has been the hiring of community residents as aides. Further recommendations are contained in the Appendix. Refer to the "Statement of Needs of the Portuguese Bilingual Education Program, Fox Point Elementary

School, Providence, Rhode Island," prepared by Dr. Di Biasio and presented at a meeting of the National Advisory Committee on BiLingual Education at Fort Worth, Texas on January 14, 1971.

2. Were special efforts made to gain the support of individuals or groups whose anticipated reaction might be negative or neutral?

If there were any negative reactions, they were not apparent, as far as could be determined and according to the project director, nearly every component of the community was involved to some extent in the Title VII effort.

Jacinto Ferreira, a former Portuguese embassy employee who is fluent in Portuguese, was educated in Portugal, and is familiar with immigration problems continues to serve as a community liason interpreter.

3. Were resources (equipment, materials, personnel) necessary to the operation of each component identified and made available in order that component activities qould not be delayed or altered?

a) Equipment - Since all equipment was procured for the initiation of the Title VII effort last year, no problems were encountered in this area.

b) Materials - Books, transparencies, tests, audio-visual aids and other instructional materials were available in sufficient quantities. The only exception noted here is the lack of adequate materials in Portuguese. Teachers, however, did an excellent job of preparing their own materials. In addition, Brown's institute resulted in the production of some instructional material and the recent trip to Portugal of several Rhode Island educators affliated with the Title VII effort for the purpose of test development also resulted in the acquisition of excellent instructional materials.

c) Personnel - No problems noted in this area. All personnel at all levels were available at the beginning of the project.

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4. Were all sources of technical assistance identified and services secured and utilized to meet program planned needs?

A reading specialist, Mrs. Ada Becker, was assigned to the Fox Point School and provided services in this area. However, Mrs. Becker was granted maternity leave near the end of the year. Mrs. Becker will return to the Fox Point School in September, 1971.

Again,technical assistance in the operation of the various pieces of equipment used in the program was available from local sales representatives.

5. Were alternative resources identified in the event that selected contractors, consultants, suppliers, etc. did not provide services according to specifications.

No problems were noted in this area. The project director has had contingency plans in the event of problems in the supply of any of the resources listed.

6. Was the needs assessment conducted on a broadly based planning group that was able to provide a variety of perspectives on the problem?

The needs assessment for the second year of operation of the Providence Title VII program was essentially a carry-over from the first year of operation. As has been indicated, the composition of the parents advisory council represented every conceivable interest and their views and interests have influenced preparation of this year's program, see "Statement of Needs" in Appendix

7. Is needs assessment data represented in the kinds of program priorities and component activities included within the project?

Providence's Title VII Portuguese Bi-Lingual Education program is designed to help the young Portuguese child become bi-cultural -- that is to enable him to function as an American in his new culture while at the same time preserving his own linguistic and cultural heritage, thus helping the child to develop an adequate self concept.

There is no question that Providence's program is in harmony with the underlying philosophy of bilingual education.

8. Were alternate approaches to meeting specified needs considered?

The philosophical context of bilingual education necessarily precludes the consideration and implementation of alternate approaches to meet specified broad goals. Certainly, in terms of more specific goals within the framework of the bilingual philosophy -- for example, choice of materials, classroom procedures, and testing the consideration of alternatives is an on-going procedure.

9. Were performance objectives in both product and instructional process areas established for each component?

A sample of instructional objectives is contained in the Appendix. This instructional material was adapted for the Title VII program by Dr. Nelson Veirra of Brown University.

Management objectives are contained in the matrix in Section II as well as in Section I.

II. Installation

1. Did prerequisite actions take place as planned before component activities were initiated, e.g., pre-service training?

The in-service and summer bilingual institute was continued by Brown University during the second year of Providence's Title VII program. Instructional areas included Portuguese culture and history, elementary and intermediate instruction in the Portuguese language, contrastive analysis, instruction in the use of audio-visual materials, and the development of materials suitable for classroom instruction.

While the in-service institute is felt generally to be effective, the changes planned for the next academic year are seen as desirable and necessary at this point in the sequence of institute activities. It is hoped that the individuals who conduct the summer institute activities in reading, social studies, math, science, testing and curriculum will have expertise in these areas.

Inasmuch as the initial selection of children for the Bilingual program had been effected prior to the start of the 1970-1971 school year, children simply progressed to the next grade. (See section analyzing questionnaires completed by institute participants)

2. Did the organizational pattern provide for effective coordination among staff and between staff and advisory groups?

Again, no major problem has been noted in this area. Professor Veirra's position as Bilingual institute coordinator brings him into close contact with project personnel on a regular basis.

There has been minor difficulty noted with reference to the evaluator's meeting with teachers as a group. While access to classrooms has been unrestricted, regular meetings of the staff and director are generally concerned with curriculum and related matters. While this problem is not seen as a major hindrance it has delayed until the next project year the utilization of the objectives developed by the evaluators and the project director and included in the interim evaluation report.

One additional organizational problem noted since the inception of project activities has been the lack of professional assistance for the project director. Frank Piccirilli must function as program administrator as well as curriculum director. Consequently, his time is extremely limited and must be carefully budgeted. The result has been frequent postponement of meetings with the evaluator and to some extent, this problem has probably contributed to the evaluator's inability to effect a meeting with all project personnel. It has been suggested to Mr. Piccirilli that a curriculum director be appointed. This was also urged in the "Statement of Needs" found in the Appendix. Mr. Piccirilli has informed the evaluator that he has, in fact, appointed a curriculum director for the Bilingual Education Program and he will assume his duties in September, 1971.

With reference to coordination with other staff members in the Providence School Department, regular meetings are scheduled and no problems are noted in this area.

3. Were staff responsibilities clearly assigned and delineated and efforts made to resolve potential problems in areas of joint responsibility?

No problems are noted in this area. Responsibility of teachers and aides are clearly defined in accordance with USOE job specification guidelines.

Contracts with Brown University and the University of Rhode Island clearly delineate areas of responsibility. The clear specification of responsibilities and duties in the two areas cited has precluded the development of any problems.

4. Were contractors' services and products provided according to specifications so that component activities could begin as planned?

This area of management responsibility has also been free of problems. All services and products were available so that component activities could begin on time, as might be anticipated for the project's second year of operation. Some problems in this area were encountered prior to the first year of operation, but these were obviously solved and are no longer pertinent.

III. Operating or Directing

1. Was sufficient authority delegated so that the project manager, staff and advisor groups could carry out their jobs effectively?

The Providence Schools' administrative organization found in the Appendix complements USOE guidelines, ensuring sufficient decision making authority for the project manager and sufficient autonomy for the classroom teacher in matters of curriculum development and utilization of materials.

On-site visits corroborated the apparent decision making authority of the project manager, Frank Piccirilli is responsible for recruiting personnel, for developing curriculum in conjunction with his teachers, and for the overall functioning of the project.

Contracts with Brown University and the University of Rhode Island with reference to in-service training and evaluation , respectively, reflect Mr. Piccirilli overall responsibility and the authority to carry out the responsibility.

2. Did the program manager in correcting a problem consider several alternatives and involve appropriate staff, administrative officials or advisory groups in his consideration?

The project manager has worked closely with these groups in seeking solutions to problems. This has been especially apparent in securing the services of personnel with a Portuguese language capability. Mr. Piccirilli has had to work closely with the community, the Providence Schools Administration, the state certifying agency and the teachers' union in securing the services of qualified individuals who were not eligible for certification.

3. Did the program manager receive needed support services, personnel, leadership from within the school systems?

The Director of Special Education and the Supervisor of Elementary Education meet at regularly scheduled times with the program director to discuss program goals and to make recommendations when necessary. In addition, a reading specialist has been assigned to the Fox Point School and, most recently, a guidance counselor has been added to the staff. Other personnel have provided workshops on the use of audio-visual equipment, psychological services and medical and dental care. Special subject instructors provide classes in such areas as art, music and physical education.

4. Were task assignments made and job positions developed so that the workload was reasonably allocated?

Daily staff meetings as well as School Department and union regulations preclude any problems in matters of workload and division of responsibility. Most problems of this nature were anticipated during the initial project planning stage and the first year of operation.

IV. Communication

1. Did the program staff provide the director with timely information on problems so that solutions could be found as quickly as possible?

The project director maintains close and continuous contact with program teachers. Each teacher is visited daily and a staff meeting is conducted at the end of each school day. Visitations and daily meetings are documented and filed for future reference. Moreover, it has been observed that teachers may speak with the project director at any time during the day that a problem or question arises.

It has been concluded by the evaluation team that excellent channels of communication exist and that any problems which may arise are solved as quickly and as effectively as possible.

2. Did the organization of the project staff facilitate communications?

The evaluators always noted friendly, cordial relations among the project staff. There appears to be a spirit of harmony - an esprit de corps - which, it would appear, has a salutory effect on the program.

Project staff is able to communicate daily during free periods, at lunch, and during the daily staff meeting. Moreover, the close proximity of classrooms facilitated the interchange of ideas and inter-class visits.

3. Did the program manager consult with those to be affected by a change in the project plan and allow for feedback and further modification before the revised plan was implemented?

In addition to regularly scheduled staff meetings, regular meetings with parents were also scheduled. The Appendix contains one of the invitations distributed, in Portuguese and English, to area parents to solicit participation in the advisory committee.

4. Were types of media selected for specific communication purposes determined by the nature of the information to be presented and the specific recipient groups?

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As was the case during last year's project, the most difficult communications problem to overcome was related to the particular nature of the Portuguese community. To overcome the language barrier, oral reports were presented to Portuguese parents during the three yearly visits by a Portuguese speaking Title VII aide. Parents were also encouraged to visit their children's classrooms at least twice per month. It is also anticipated that the preparation of a Progress Report in Portuguese will alleviate some of the problem of communicating with parents about their children's progress.

The work schedules of many parents presents a problem in communications. Though the aides reported a cordial reception in the Portuguese home, they are often not able to visit because both parents work during the day or on different shifts.

Communicating with other teachers and professionals interested in the Title VII effort was not a problem. Hope, a publication of the Rhode Island Department of Education's Title I Office devoted nearly an entire issue to the Title VII effort in the state. Excerpts from this publication, which is mailed to an estimated 4,500 readers in the state, are found in the Appendix.

5. Did the communication system provide a mechanism for a flow of ideas and suggestions from those concerned and interested in the project to the project manager?

Regularly scheduled meetings mentioned at various points in this report and other opportunities for communications mentioned ensured the operation of such a mechanism. These meetings and other communications channels are listed below:

a) daily staff meetings

b) weekly meetings and normal interaction with Nelson Veirra

c) monthly PTA meetings

d) classroom visits by parents scheduled twice each month

e) home visits by Portuguese speaking teacher aides three times each year

f) Parents Advisory Committee meetings with working committee meetings scheduled according to the needs of the program

g) several cultural events scheduled during the year provided parents with an opportunity to visit the school and to interact with teachers, children, and other parents in an informal atmosphere. The most significant event was "April in Portugal", a day-long Portuguese program of native dances and songs, culminating in a dinner of native food and drink, approximately 1000 people, including school department and city officials attended this event. (See "Impact on Participating Groups;" see the Appendix for sample of letter sent to educators and community leaders.)

6. Was a mechanism established for periodically reviewing and disseminating information about the status of the project?

In addition to the mechanism outlined above, on-site visits by the evaluator and auditor provided opportunities for the reviewing project status. On several occasions, both evaluator and auditor met with project directors.

Dissemination was effected by the issuance of bulletins to parents, Hope, a weekly Portuguese culture television program, and other cultural events.

V. Evaluation

1. Were evaluation instruments developed locally pre-tested?

The problem of the validity of standardized tests utilized in bilingual programs has been frequently cited in the literature. The standardized instruments administered in this project - Murphy Durrell Reading Readiness, Gates-Mac Ginitie Reading Test, IPAT Culture Fair Test, and the California Test of Personality - were utilized with full awareness of these problems.

As there is no standardized instrument to assess readiness and proficiency in Portuguese, it is anticipated that these tests which are being developed by the URI CRDC and which are being locally pre-tested will be an invaluable contribution to the field.

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Other evaluative instruments such as teacher made tests, both formative and summative, have been locally pre-tested through use over the past few years of the Fox Point Elementary School's involvement with Portuguese natives.

2. Were evaluation techniques and instruments determined as an integral part of the performance objective development process?

Teacher developed formative and summative tests are without question, geared to performance objectives.

While there may be questions raised by some as to whether the standardized instruments utilized are related to valid performance objectives, it is the opinion of the evaluators that the test items in these standardized instruments may be used as criterion referenced measures and are so utilized by the teachers.

3. Were evaluation findings utilized expeditiously by the project staff in adjusting or modifying program operations to correct problems?

The Title VII staff used standardized and teacher made test items to maintain a continuous formative evaluation. Performance objectives were continually monitored and modified on the basis of the formative evaluation.

The standardized instrument items provide broader comparisons of group performance. The evaluator has recommended the use of the Cooper-McGuire Reading Tests at the appropriate levels. These tests provide specific information about phonic and structural analysis skills. Such information provided by a standardized instrument could be extremely useful to the Title VII in planning instructional activities.

4. Were evaluation responsibilities clearly assigned for product operational process and management process areas?

Contracts with Brown University for the in-service institutes and with the University of Rhode Island for the evaluation services clearly specify responsibilities.

5. Were evaluation procedures coordinated with the independent educational audit process?

Several on-site meetings with the auditors were held as well as numerous telephone conversations and written correspondence with reference to the Providence Title VII program. Most of these meetings and conversations are documented in one form or another in project reports.

6. Was technical assistance utilized in the development of evaluation procedures where identified areas of weakness existed?

The very nature of the bilingual program necessitated the assistance of specialists. Gary Ryan a CRDC evaluation specialist administered some of the standardized tests. He was assisted by Portuguese speaking project staff. when language barriers were encountered. The reading specialist at the Fox Point School assisted teachers in administering other standardized instruments.

General Impact on Participating Groups

I. Parents: Although parental involvement is reported to be one of the major problems facing the bilingual program directors, including Frank Piccirilli , efforts to involve Fox Point parents in the bilingual program have been imaginative, frequent, and, in the opinion of the evaluator, successful. Apparently, the strategy developed by the project director has been effective. Briefly, Mr. Piccirilli has kept all of his staff informed about the goals of parental and community involvement and, in conjunction with the parents advisory council, has planned several cultural programs. During last year's project it was noted that parents generally supported cultural activities and were eager to participate, thus parental involvement has been significantly improved this year. Found in the Appendix are samples of letters sent to parents, in Portuguese and English, inviting them to participate in cultural activities. In addition, children were invited to a Portuguese Field Day, held at Rocky Point Park in Warwick in early summer. Mention has already been made of the "April in Portugal" which was attended by 1000 people. A newspaper report of this event is found in the Appendix. Finally, Advisory Council meetings were held five times during the project year on January 28, February 23, March 9, April 22, and May 21. Piccirilli reports generally good attendance by interested parents and members of the advisory committee.

II. Community: Remarks made above with reference to parents also pertain here. The Fox Point School is in a Portuguese community and there is a great deal of interest in the Portuguese culture. The project director, as has been indicated, has made a commendable effort to tie in parent and community involvement with cultural activities and he has met with a good measure of success.

Piccirilli also reports the largest enrollment in the adult evening school conducted in the Fox Point Elementary School. This is a good indication, in the opinion of the evaluator, that parents and other adults in the community are being reached, are aware of what is going on in the Fox Point School and want to participate in activities.

III. Teachers, as they have always been, are actively involved in planning curriculum and cultural events. For several weeks prior to the "April in Portugal" event, the school was alive with a spirit of excitement and anticipation. Teachers and children were busy with making costumes and other materials and learning folk-songs and dances.

In addition, teachers from the Providence School System and from the New-Bedford - Fall River areas in Massachusetts have been active participants in the Brown University Bilingual Institute. On the basis of classroom visits by the evaluator, these teachers appear to be enthusiastic about the program and proudly display their second language skills at any opportunity. On a more practical level, the teachers have developed a great deal of instructional material in conjunction with Professor Vierra of Brown.

Finally, on two occasions when the evaluator has been at the Fox Point School, representatives of the Fall River and New Bedford programs have been visiting the Providence program. Piccirilli reports a steady interchange of ideas and materials with these nearby programs and the observation of the evaluator would support his statement.

IV. Students: On the basis of classroom observations and discussions with teachers, children in the bilingual program appear to be socializing well with their peers and to be satisfactorally progressing. While the test results may show some lag in the performance of the Portuguese children, which might logically be expected, teachers report they are generally pleased with the progress of their students.

A more detailed discussion of pupil progress is contained in the instructional evaluation portion of this report.

V. Other Educational Institutions

The University of Rhode Island and Brown University have been extensively involved in the Providence bilingual education effort. Brown University has been conducting the in-service and summer institutes and Professor Vierra, the institute director, spends approximately two-thirds of his time on bilingual program activities. A great deal of curriculum material and process assistance has been generated by the Brown University involvement.

The University of Rhode Island's CRDC has been continuously and intimately involved with the bilingual effort. With representatives of the Rhode Island Department of Education and the University's CRDC, the National Consortia for Bilingual Education was visited in November, 1970. As an outcome of this meeting channels of communication between the consortia, Frank Piccirilli, and the University were established and an interchange of ideas and materials has been effected.

In February, the evaluator represented Piccirilli and the CRDC at a meeting of the National Advisory Council for Bilingual Education in Dallas. A statement of needs of the Fox Point program was presented here.

Gerard Richard a linguist on the staff of the CRDC has been working in the development of Portuguese language proficiency tests. These were field-tested in Providence and in Portugal and will be utilized in next year's project.

Finally, the University of Rhode Island's Language Department is now offering courses in Portuguese.

APPENDIX

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Table of proficiency levels

Skills	Proficiency level one	Proficiency level two	Proficiency level three
Listening	Ability to understand an educated native speaker when he is speaking carefully on a subject appropriate to the age level.	Ability to understand conversation of average tempo and sustained presentations including lectures, radio programmes, and short films.	Ability to understand with reasonable ease rapid standard speech including classroom discussions, radio programmes, recorded plays, and full length films.
Speaking	Ability to repeat brief meaningful utterances, to read simple passages aloud, to answer short direct questions, and to describe simple situations; all appropriate to the age level and understandable to a native speaker.	Ability to carry on a conversation with a native speaker without making glaring mistakes, to summarize orally and to answer questions on the content of conversations and presentations which have been heard.	Ability to speak fluently approximating native speech in intonation and pronunciation, in a variety of situations including sustained presentations and classroom discussions of literature.
Reading	Ability to understand the meaning of simple prose appropriate to the age level.	Ability to read (with glossaries in the FL or with an FL dictionary) prose of average difficulty including selected contemporary plays and short stories.	Ability to read with reasonable ease and with minimal use of lexical aids non-fiction, including magazines and newspapers, and literary materials, including selected classics.
Writing	Ability to spell and write correctly sentences and short paragraphs appropriate to the age level without glaring errors.	Ability to write directed compositions, résumés, and letters and to use varied paraphrase techniques with reasonable clarity and correctness as limited by morphology and syntax thus far studied.	The ability to write summaries of oral discussions, compositions on topics of interest with appropriate choice of idiom without glaring mistakes in morphology and syntax.

f face page 250

Stern, H. Languages and the Young Child, (London: Oxford University Press, 1969) facing p. 250.

Date Interval: Prior to start of school year

(Include in interim report)

Instructional Variable	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Random selection and assignment of students to regular and bi-lingual classes in grades 1 & 2			
Educational Specialist				
Family				
Community				

Remarks: Randomization completed

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Administrator: Susan Rosenblatt

Evaluator: Jerry H. Lesko

Evaluator:

(Include in interim report)

Institutional Variable	Instructional Variable			
	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist	Effort made to gain support of community and individuals			
Family				
Community				

Remarks: Jacinto Ferreira served as community liason interpreter

Administrator Laurie Reavill

Evaluator Mary Ann Bartlett

Evaluator .....

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Objective 3

(Include in interim report)

Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				
Family	Involvement in planning of the Title VII program			
Community				

Remarks: Parents' Advisory Committee was active in all stages of planning
Records maintained of all meetings.

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Administrator Sue Lacuna

Evaluator Mary Nell Bragg

Evaluator

Objective # 4 Time Interval on-going

(Includ in interim report

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				Insure all resources available for start of program
Educational Specialist				
Family				
Community				

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Remarks: No problems encountered. Frank Piccirilli has provided for alternate resources when necessary.

Administrator Lucille Loeuler

Evaluator [illegible]

Evaluator .....

Objective 5 Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist Dr. Nelson Veirra		Provide in-service and pre-service instruction for teachers in the bi-lingual program		
Family				
Community				

Remarks: Brown University conducted pre-service and in-service programs in curriculum, Portuguese language and culture contrastive analysis, and the use of audio-visual materials.

Administrator Ronald Lacouli

Evaluator Wilfred Holt DeBlackie

Evaluator

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Objective h 6 Time Interval on-going

(Include in interim report)

Institutional Variable	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Coordinate and communicate with all components.			
Educational Specialist				
Family				
Community				

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Remarks: Regular meetings with teachers and other administrators insured communication and coordination. Records of these meetings are maintained.

Administrator Frank Rocco

Evaluator Kathy McCaskill

Evaluator

Objective # 7 Time Interval on-going

(include in interim report)

Instructional Variable	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Delineate staff responsibilities			
Educational Specialist				
Family				
Community				

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Remarks: Job titles and responsibilities were clearly listed in accordance with Federal guidelines.

Administrator Frank Lacuesta

Evaluator Kathy M. Ontiveros

Evaluator

Objective # 8 Time Interval on-going

Institutional Variable		Instructional Variable			
		Organization	Content	Method	Facilities
	Student				
	Teacher				
	Administrator				
	Educational Specialist				
	Family				
	Community				

Special services provided for all personnel

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Remarks: Audio-visual, psychological, and other special services are regularly provided by the Providence School Department.

Administrator Frank Recupero

Evaluator

Evaluator

Objective # 9 Time Interval on-going

(Included in interim report)

Instructional Variable	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Coordination with evaluation team on-going.			
Educational Specialist				
Family				
Community				

Remarks: On site inspections by evaluation team and numerous telephone conversations have ensured coordination.

Administrator: Frank Averille

Evaluator: Peggy Nelson Dahlstrom

Evaluator:

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Objective # 10 Time Interval on-going

Instructional Variable	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Coordinate with Independent Educational Accomplishment Auditor			
Educational Specialist				
Family				
Community				

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Remarks: On-site inspections were made by IEAA who also held several conferences with evaluation team.

Administrator Sarah Rosenbaum

Evaluator Kathy Hildebrand

Evaluator .....

Objective # 11 Time Interval 1/30/71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist (Gerard Richard)			Complete preliminary phonemic analysis of productive skills of anglo students in Portuguese	
Family				
Community				

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Remarks: Not completed. Mr. Piccirilli decided to eliminate this feature. Evaluators were informed and agreed.

Administrator Frank Lacomb

Evaluator

Evaluator

Objective # 12 Time Interval September, 1971

Institutional Variable	Instructional Variable			
	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Order all tests listed in evaluation design			
Educational Specialist				
Family				
Community				

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Remarks: All tests were ordered. Invoices reviewed by evaluation team.

Administrator Frank Lucero

Evaluator Greg Workentin

Evaluator

Objective # 15 Time Interval 6/30/71

Instructional Variable					
		Organization	Content	Method	Facilities
Student					
Teacher					
Administrator		Complete administration of all tests listed in evaluation design			
Educational Specialist					
Family					
Community					

Remarks: All tests were administered as agreed upon.

Administrator Lucille Pieculla

Evaluator

Evaluator

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Objective # 14 Time Interval 6/30/71

Instructional Variable		Instructional Variable			
		Organization	Content	Method	Facilities
Instructional Variable	Student				
	Teacher				
	Administrator	Return all tests to URI Curriculum Research & Development Center for correcting & analyzing			
	Educational Specialist				
	Family				
	Community				

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Remarks: Tests administered were returned to Curriculum Center in August, 1971.

Administrator Sarah Lacouture

Evaluator Mary M. DiBuduo

Evaluator .....

Objective # 15 Time Interval 6/30/71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist (Gerard Richard)			Complete final phonemic analysis of productive skills of anglo students	
Family				
Community				

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Remarks: Final phonemic analysis was not completed. (See Management objective 11)

Administrator Frank Pisciuneri

Evaluator Mary Ann Bartlett

Evaluator

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: ~~Frank Piccirilli~~

Project ~~Title VII - Bilingual~~ Date ~~2/19/71~~

Frequency Semi-weekly Report No. 1

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1) Meeting of 2/9/71 cancelled as per your phone call.

2) CRDC still awaiting some pre-test data necessary for completion of pre-project report.

3) Your request for a continuation grant calls for a phonemic analysis. A recent conversation with Gerard Richard indicates that he has not been contacted in reference to this procedure. I suggest a meeting of the three of us to discuss this.

Distribution:

[ ] evaluator

[X] project director

[ ] _____

Report prepared by:

_____
(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: ~~Frank Piecirilli~~

Project Title VII - Bilingual Date 3/5/71

Frequency semi-weekly Report No. 2

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1) Meeting held with bilingual teachers on Thursday, February 25, 1971. Clarified several minor problems with reference to materials being utilized; visited several classrooms.

2) Obtained remainder of pre-test data from Mrs. Ada Becker, reading specialist. Will see her again during the week of 3/15/71.

Distribution:

[ ] evaluator

[X] project director

[ ] _____

Report prepared by:

[signature]

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII - Bilingual Date 3/19/71

Frequency Semi-weekly Report No. 3

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1) Evaluator attended TESOL convention March 4-March 7

2) Discussion at TESOL of several general problems concerning bilingual education -

Distribution:

[X] evaluator

[X] project director

[ ] _____

Report prepared by:

[signature]
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII - Bilingual Date 4/2/71

Frequency Semi-weekly Report No. 4

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[X] evaluator

[X] project director

[ ] _____

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII - Bilingual Date 4/16/71

Frequency Semi - weekly Report No. 5

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1) Meeting with Mr. Cohen on 4/8/71
discussion of interim evaluation
and 1971-1972 evaluation plan

2) Meeting set for 4/20/71 -
rescheduled for 4/19/71 - afternoon

Distribution:

[X] evaluator

[X] project director

[ ]

Report prepared by:

Gail D. Ellard
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII - Bilingual Date May 7, 1971

Frequency semi-weekly Report No. 6

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

Tuesday, April 20 - discussion of Interim evaluation report.

Sunday, April 24 - April in Portugal highly successful

Gary Ryan, CRDC staff member reported difficulty in contacting you about post-testing. However, he reports he finally made contact with you.

Distribution:

[X] evaluator

[ ] project director

[ ] _____

Report prepared by:

73 _____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII - Bilingual Date 5/19/71

Frequency Semi-Weekly Report No. 7

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Received letter from Mr. Cohen in response to my reaction to last year's audit report.
2. I am awaiting your arranging a meeting with Title VII teachers to discuss next year's objectives.
3. Gary Ryan reports he has administered the IPAT and California Test of Personality.
4. I have not heard from you regarding completion of other standardized testing.

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Distribution:

[ ] evaluator

[ ] project director

[X] ~~Auditor~~

Report prepared by: [signature]

(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Picirrilli

Project Title VII - Bilingual Date 6/2/71

Frequency: Semi weekly Report No. 8

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1) Ida Tegovich reports she has been unable to contact you with reference to completing the report on parents' attitudes.

2) CRDC awaiting standardized test score needed to complete final report.

3) Contract for 1972 evaluation delivered to you.

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Distribution:

[ ] evaluator

[ ] project director

[ ] _____

Report prepared by:

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project: Title VII, Bilingual Date: 6/16/71

Frequency: Semi-weekly Report No. 8

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

I am still awaiting the remainder of the post-test data. The C.R.D.C. is lacking post-test scores on the Portuguese bilingual students, grades 1 - 3 and on the Anglo students in regular classrooms.

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Distribution:

[ ] evaluator

[ ] project director

[ ] _____

Report prepared by:

Guy M. DiBiasio (signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII - Bilingual Date June 24, 1971

Frequency Semi-weekly Report No. 10

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1.) Ida Tegovich reports she cannot complete her Title VII Parent Survey because she has been unable to coordinate with you.

2.) Visits to Fox Point School to discuss final evaluation - 6/10, 6/15, 6/17, 6/18.

3.) Received Anglo scores on Standardized tests - awaiting receipt of Portuguese scores.

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Distribution:

[ ] evaluator

[ ] project director

[ ] _____

77 Report prepared by:

_____
(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII - Bilingual Date 7/2/71

Frequency semi-weekly Report No. 11

X [ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

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Distribution:

[ ] evaluator

[ ] project director

[ ]

Report prepared by:

(signature)

Guy N. DiBiasio

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII - Bilingual Date 7-16-71

Frequency Semi-weekly Report No. 12

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

I must emphasize the urgent necessity for your submitting the post-test scores needed to complete the final evaluation.

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Distribution:

[ ] evaluator

[ ] project director

[ ]

Report prepared by:

Ysleen V. D. Rubio

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirrilli

Project Title VII Date 12/14/71 9

Frequency semi-weekly Report No. (out of series)

[ ] No change in status from last report.

[x] The following problems/activities/recommendations are noted for the period covered by this report.

(1) There has been a problem in working with the data submitted. Murphy-Durrell scores were not submitted for one of the first grade classes and the yearly check-sheet for ESL progress of each child have not been received. As a result, it is likely that the final report will be delayed.

(2) Metting on Friday, September 10, of Frank Piccirrilli, Guy DiBiasio, and Richard Sullivan who will be assuming evaluation responsibilities.

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Distribution:

[ ] evaluator 80

[ ] project director

[ ] _____

Report prepared by:

Guy N. DiBiasio (signature)

GeS

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island 02881

Director
DR. RICHARD F. PURNELL
Phone: 792-2824
792-2922

Chairman, Department of Education
DR. ROBERT W. MacMILLAN
Phone: 792-2564
792-2619

February 22, 1971

Mr. James McClafferty
Associate Director - Curriculum
National Consortia for Bilingual Education
6745-A Calmont-West Freeway
Fort Worth, Texas 761116

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Dear Mr. McClafferty:

Apropos of our brief conversation after the recent meeting of the National Advisory Committee on Bilingual Education, I should like to reaffirm the need for additional funds in the areas mentioned in the statement of needs I prepared for the meeting. On the basis of consultation with Frank Piccirrilli, Title VII Director for the Providence School Department, the needs listed below are the most pertinent in the Portuguese language bilingual education effort of the Providence School Department:

1. A community liason worker.
The Providence ESL program has such an individual, but the bilingual program, which desparately needs one, is lacking an individual to work in this capacity.

2. A professional material/curriculum development consultant.
This individual would be housed in the Fox Point School and in addition to serving as a consultant in the development of curriculum and instructional materials, he would also develop and maintain a curriculum resource center.

3. An additional clerk-typist.
The volume of paper work generated by the bilingual program now warrants an additional clerk-typist.

4. Test development activities.
Although the previously funded test development activities are proceeding smoothly, it is now known that additional funds will be needed for the refining and norming activities usually associated with test development. I emphasize the urgency of the need for additional funding in this area. In conjunction with this need, I spoke recently with Ron Koback of the CRDC who is also working on the test development

and he suggested the possibility of producing an animated cartoon film in Portuguese to be utilized in administering the tests developed to Portuguese children. Such an approach would ensure uniform administration procedures and obviate many of the criticisms normally associated with the administration of tests of this type.

5. Portuguese feature films and other cultural activities. It has been found that the parents of children in the bilingual education program are more willing to attend PTA and other informational meetings if they are held in conjunction with the presentation of a Portuguese film or other cultural activities.

Thank you for your attention to this request for additional funding for the Providence School Department's Portuguese Bilingual Education effort.

I look forward to seeing you at the April meeting.

Sincerely,

Guy N. DiBiasio

Guy N. DiBiasio
Curriculum Research and Development Center

GND/w

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CURRICULUM RESEARCH AND DEVELOPMENT CENTER
UNIVERSITY OF RHODE ISLAND, KINGSTON, RHODE ISLAND 02881
Phone 792-2824 792-2922

DIRECTOR, RICHARD F. PURNELL, Ph.D. ASSISTANT DIRECTOR, THOMAS R. PEZZULLO, Ph.D.
CHAIRMAN, DEPARTMENT OF EDUCATION — ROBERT W. MACMILLAN, Ph.D.

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STATEMENT OF NEEDS

PORTUGUESE BI-LINGUAL EDUCATION PROGRAM

FOX POINT ELEMENTARY SCHOOL

PROVIDENCE, RHODE ISLAND

NATIONAL ADVISORY COMMITTEE

ON BI-LINGUAL EDUCATION

FORT WORTH, TEXAS

JANUARY 14, 1971

prepared by

GUY N. DIBIASIO, ED. D.

EVALUATOR CURRICULUM

RESEARCH AND DEVELOPMENT

CENTER, UNIVERSITY OF R.I.

KINGSTON, R.I. 02881

Theodore M. Kellogg, Ph.D.; David L. Vigneau, M.A.; H. R. Whaley, Jr., M.A.; John V. Long, Ph.D.;
Jerome A. Schaffran, Ph.D.; Richard E. Sullivan, Ph.D.; Nancy Reiser, B.S.

The bi-lingual education program being conducted by the Providence School Department is one of the few Title VII programs in the United States for children whose native language is Portuguese. Now in its second year of funding, the program has achieved success.

Nevertheless, Providence's program, though it has certain strengths, is troubled by the same problems which the literature reports to be common to most programs of this nature. Following is a brief survey of the strengths and needs of the Portuguese/English bi-lingual education program of the Providence School Department.

STAFFING

The several aspects of the staffing problem normally encountered by directors of bi-lingual education programs is somewhat compounded by the scarcity of expert teachers whose second language is Portuguese. The New England area, and particularly Providence and neighboring Fall River, has always had a large number of native Portuguese-speaking residents. Up to 1969, these people were integrated into the schools in what could be loosely termed ESL programs. In 1969, with the first year of operation of Providence's Title VII program, the staffing requirements become somewhat different. Now, expert elementary school teachers who were also fluent in Portuguese were needed as well as other elementary school teachers who could reasonably manage in Portuguese. Because of the high drop-out rate and inability of Portuguese youth to obtain higher education, these needs were difficult to meet. Furthermore, the additional problem of cultural bias among teachers and other children also had to be faced.

The Providence School Department was somewhat successful in meeting some of the challenges imposed by the bi-lingual education program. Their approach is outlined below:

1. The bi-lingual program is conducted in a school located in an area heavily populated by native portuguese, thus reducing problems arising from conflicts between ethnic groups.
2. The Providence School Department, in conjunction with the Fall River and New Bedford School Departments, arranged with Brown University's Language Department to conduct a summer and in-service institute for teachers who would be working in Portuguese/English bi-lingual programs. Institute components included: Portuguese language, Portuguese culture, contrastive analysis, and curriculum development. Dr. Nelson Vierra, Professor of Portuguese in Brown's Language Department directed the institutes.
3. Providence was able to hire a certified, tenured teacher who speaks Portuguese fluently.
4. In a co-operative arrangement with the Rhode Island Department of Education, the Providence School Department, Brown University, and The American Federation of Teachers in Providence, Frank Piccirrilli, Project director, was able to secure for a Portuguese native who received some higher education in Portugal, emergency teacher certification and admittance to a teacher preparation program to complete degree requirements.

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Unfortunately, this individual resigned after one year of service to take a similar position. A replacement was hired.

5. All of the teacher aides in the Fox Point School are native speakers of Portuguese.

All indications are, at least from an evaluator's point of view, that the staffing problems of the Providence Bi-lingual education program are minimal. Some problems do remain, however.

1. As Providence's program is extended into the higher grades additional teachers with different sets of competences and the Portuguese language capability will be needed.
2. All teachers in any bi-lingual education program should be able to speak the native language of the children they are teaching. The problem probably is not so acute in bi-lingual education programs involving other languages. Spanish comes to mind here, for there are many Spanish/English bi-lingual education programs, but there are also many certified teachers whose academic minor was Spanish.

Several recommendations are made here with a view toward solving the problems particularly those which will arise in the future, of the Portuguese/English bi-lingual education program.

1. Although the Brown University Portuguese institutes appear to be successful and have resulted in the production of the rudiments of a curriculum, the effort needs to be continued, perhaps with more emphasis on teaching the Portuguese language to participants.
2. The establishment of two or three or more fellowships, perhaps by the National Consortia for Bi-lingual Education in conjunction with the USOE and local school systems for cer-

tified teachers to receive master's degrees in a foreign language with the stipulation that they agree to remain in the sponsoring school system for a specified number of years.

3. Subsidized travel and accomodations to the native lands of the children with whom teachers are working. This would ensure some understanding of the different culture the teachers are dealing with and perhaps even increase second language competence.

MATERIALS

The problem of providing adequate teaching materials in Portuguese is a major one in the Providence program. Efforts to secure materials directly form Portugal have met with little success and translating English materials does not meet the need either, or so the teachers report.

Recommendations offered here to meet this need include:

1. Development of materials by native Portuguese speakers. To some extent, this is being done in the summer and in-service institutes conducted by Brown University. The work needs to be continued and more intensively and perhaps on a broader scale. Aditional funding is needed for this purpose.
2. Establishment of a "clearing house", perferably at a University and staffed by a full time secretary/librarian, would enjoy the benefits of a University library's resources and materials acquisition capability.
3. Stocking the "clearing house" with samples of all available audio-visual aids which can be utilized in second language teaching.

4. Conducting of workshops by clearing house staff for teachers of English as a second language and teachers of a second language employed in bi-lingual education programs on the source of, preparation of, and utilization of second language teaching material.

COMMUNITY INVOLVEMENT

The problem of how to involve the community in the bi-lingual education program conducted in the school is ever-present. In the Providence area several factors appear to work against community involvement, which includes here parental involvement:

1. A desire on the part of immigrant children to start earning money as quickly as possible.
2. An apparent failure to emphasize the value of completing at least high school or enrolling in some sort of vocational educational program.
3. Failure of the larger community to support-or even understand the bi-lingual education program.
4. Inability of parents and others in the community to participate in programs because of working hours.

Obviously, these are reasons often cited to explain the lack of community involvement in the bi-lingual effort and they do operate in the Providence area. Steps have been taken, however, to increase community participation. These include:

1. The use of neighborhood residents as teacher aides and in other similar roles.
2. A weekly Portuguese culture television program which emphsizes the bi-lingual education program and urges the involvement of parents.

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3. PTA meetings on culturally oriented activities held in the evening.

4. Open invitations extended to parents to visit the school.

Inasmuch as language learning is thought to be closely related to reinforcement from home and the larger environment- the community- this is an extremely critical area. Several recommendations are offered:

1. More imaginative utilization of neighborhood residents in school related vocational roles- school bus drivers, custodians, aides, food service personnel and, whenever possible, teachers.
2. Initiation of co-operative agreements between the school system and business ventures to encourage adult participation in education programs and to dispose them more favorably toward education.
3. Offering economic incentives to parents of children in bi-lingual programs to elicit their co-operation in planning and implementing programs.

EVALUATION

There is no need to discuss at length the problems involved in the utilization of standardized tests for the purpose of evaluating second language growth of non-native speakers. Research suggests more attention be devoted to assessing fluency, the development of locally devised tests and the utilization of non-test indicators for such important aspects of bi-lingual education as socialization, etc. It is also recommended here that consideration be given to abandoning the traditionally used standardized test norms, and that individual progress instead be determined by the utilization of criterion reference measurements.

The University of Rhode Island's Curriculum Research and Development Center is presently working under the auspices of a USOE grant to the Providence School Department's Bi-lingual Education Program to develop tests of Portuguese language readiness and proficiency. This project promises great local and national impact in the area of Portuguese bi-lingual education.

Other needs are concerned with the development of adequate instruments to assess the teaching process.

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To:_____

Project_____Date_____

Frequency_____Report No._____

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

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Distribution:

[ ] evaluator

[ ] project director

[ ]

Report prepared by:

_____
(signature)

LET'S SPEAK PORTUGUESE 2
UNIT 18

(Adapted by Nelson F. Vieira)

These materials were developed and prepared by the Brown University Bilingual Institute for the Providence School Dept. Bilingual Program, Title VII OEG-0-9-490033-3130-280.
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Performance Objectives

1) Ability to recognize aurally and without error all the scenes in this lesson (Audio-Lingual-Visual Drill) dealing with vocabulary on illness and the doctor by pointing to the picture cue cards as they are described.

2) Ability to use on the Repetition level (aural-oral and visual-graphic) at least 10 items (sentences) included in the Association Drill with 85% accuracy.

3) Ability to do all the question-answer exercises on the Repetition level with 85% accuracy.

4) Ability to learn the dialog (aural-oral and visual graphic) up to the Repetition level with 85% accuracy. With some good students up to the Variation as well as the Selection Stages.

5) Ability to use the singular and plural forms of the present tense of the verb ter by answering correctly oral and written questions from the lesson. (i.e. to the Repetition Stage.)

6) Ability to use the structure "ter que" when asked any question taken from the question--answer drill dealing with this idiom. 85% accuracy expected (i.e. Repetition Stage).

7) Ability to describe orally with no errors in Portuguese each picture of the Audio-Lingual-Visual Drill on pages 64-65 of Let's Speak Spanish 2.

8) As explained in the teacher's guide, ability to do the test on page 66 with 85% accuracy.

Materials

Unit Eighteen Vocabulary Picture Cues.

Let's Speak Spanish 2, pages 64-65.

Association Drill

Como estás?
Estou bem.
Não estou bem.

Estou doente.
O João está doente.
A Maria está doente.

Que tens?
Tenho uma constipação. Eu estou constipado, (a).
O João tem uma constipação.

É o médico.
O João tem que ir ao médico.

É o consultório do médico.
O João está no consultório.
O João fala com o médico.

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O João abre a boca
O médico examina a garganta.
A garganta está vermelha (inflamada).

O médico dá uma injecção.
A injecçao pica.

São comprimidos.
O João tem que tomar comprimidos.

Question-Answer Drill

As soon as the students are able to repeat a sentence in the Association Drill, ask the question which elicits the same utterance. The Question-Answer Drill may also be used as a rapid comprehension drill when the students have had sufficient practice.

Como estás?
Estou bem.

Como estás?
Não estou bem. Estou doente.

Que tens
Tenho uma constipação.

Quem é?
É o médico.

Aonde tem que ir o João?
O João tem que ir ao médico.

Por que tem que ir ao médico?
Tem que ir ao médico porque está doente.

Que é?
É o consultório do médico.

Onde está o João?
O João está no consultório.

Com quem fala o João?
O João fala com o médico.

Que faz o João?
O João abre a boca.

Tu abres a boca?
Não, não abro a boca.

Que faz o médico?
O médico examina a garganta.

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Como está a garganta?
A garganta está vermelha.

Que dá o médico.
O médico dá uma injecção.

Gostas da injecção
Não, não gosto nada da injecção.

Por quê?

Porque pica.

Que é?
São comprimidos.

Quantos comprimidos o João tem que tomar.
O João tem que tomar dois.

Dialog

Follow the procedure outlined in previous units. The dialog should be taught in the following way.

. Mamãe, não estou bem.
bem
não estou
Mamãe
Mamãe, eu não estou bem.

Que tens?

Tenho uma constipação.
uma constipação.
Tenho uma
Tenho uma constipação.

Então temos que ir ao médico.
ao médico.
ir
ir ao médico.
temos que
temos que ir ao médico.
Então
Então temos que ir ao médico.

Doutor, meu filho tem uma constipação.
uma constipação.
tem
tem uma constipação.
meu filho
meu filho tem uma constipação.
Doutor,
Doutor, meu filho tem uma constipação.

Vamos ver.

Abre a boca.
a boca.
Abre
Abre a boca.

A garganta está vermelha.
vermelha.
está vermelha.
A garganta está vermelha.

Uma injecção?

Sim, uma injecção. Não gostas?
Não gostas?
uma injecção. Não gostas?
Sim,
Sim, uma injecção. Não gostas?

Não, não gosto nada da injecção.
da injecção.
nada da injecção.
não gosto
não gosto nada da injecção.
Não,
Não, não gosto nada da injecção.

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Só pica um pouquinho.
um pouquinho.
Só pica
Só pica um pouquinho.

Senhora, aqui tem uns comprimidos.
uns comprimidos.
aqui tem
aqui tem uns comprimidos.
Senhora,
Senhora, aqui tem uns comprimidos.

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Ele tem que tomar dois cada dia.
cada dia.
dois cada dia.
tem que tomar
Ele tem que tomar dois cada dia.

Structure: Third Person Plural of Ter

Follow the procedure suggested for previous verb drills. Through repetition and intonation, stress the contrast between the proper nouns and their corresponding pronouns. It should be very clear to the students that eles replaces Paulo e Pedro and elas replaces Mamãe e Helena.

Repetition Drill

O João e a Maria têm uma constipação.
O Paulo e o Pedro têm muito dinheiro.
Eles têm uma camisa.
A Maria e a Helena têm um fato de banho.
Elas têm uma blusa.

Response Drill

This drill provides another opportunity for the students to replace the proper nouns with the appropriate pronouns.

Que têm o João e o Paulo?
Que têm o Eduardo e a Catarina?
Que têm? (eles)
Que têm a Helena e a Maria?
Que têm a Isabela e sua mãe?
Que têm? (elas)

Structure: First Person Plural of Ter.

Maria, que têm tu e a Bárbara?
Bárbara e eu temos uma constipação.

João, tu e o Paulo têm sede?
Sim, temos sede.

Eduardo, tu e a Catarina têm fome?
Sim, temos fome.

Paulo, tu e o Carlos têm um telefone em casa?
Sim, (nós) temos.

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Structure: Third Person Plural of Ter.

Guided Conversation Drill

Prof: Maria, pergunta ao Paulo e ao Jaime que têm?

Maria: Que têm vocês?

Prof: Paulo, diz-lhe que vocês têm uma constipaçao.

Paulo: Temos uma constipaçao.

Prof: Maria pergunta-lhes se têm que ir para casa agora mesmo.

Maria: Têm que ir para casa agora mesmo?

Prof: Paulo, diz-lhe que sim que têm que ir para casa agora mesmo.

Paulo: Sim, temos que ir para casa agora mesmo.

Prof: Helena, pergunta ao Bill e ao Steven se têm uma camisa nova.

Helena: Vocês têm uma camisa nova?

Prof: Bill, diz-lhe que não que não têm uma camisa nova.

Bill: Não, não temos uma camisa nova.

Prof: Helena, pergunta ao João e ao Roberto se têm cuidado quando esquiam.

Maria: Vocês têm cuidado quando esquiam?

Prof: Eduardo, pergunta ao Paulo e ao Pedro se têm uma casa na praia?

Eduardo: Vocês têm uma casa na praia?

Structure: Ter que

Have the students do the Repetition Drill then ask the questions.

Repetition Drill:

Tenho que ir ao médico.
Tenho que ir para casa.
O João tem que estudar.
Ele tem que estudar muito.
A mãe tem que preparar a comida.
Ela tem que preparar uma salada.

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Nós temos que comer.

Temos que ler o livro.
A Maria e a Helena têm que comprar um fato de banho.
Elas também têm que comprar uma blusa.
O João tem que abrir a boca.

Question-Answer Drill

Quando tens que ir ao médico?
Tenho que ir ao médico quando tenho uma constipação (quando estou doente).

Que têm que tomar quando têm uma constipação?
Temos que tomar comprimidos quando temos uma constipação.

Que tem que preparar tua mãe?
Minha mãe tem que preparar a comida.

Onde tem que preparar a comida?
Ela tem que preparar a comida na cozinha.

No supermercado, onde têm que pagar a Maria e a Luisa.
A Maria e a Luisa têm que pagar na caixa.

Quando têm que ir ao hospital os meninos?
Os meninos têm que ir ao hospital quando têm um acidente.

Let's Speak Spanish 2

Follow the procedure outlined in previous units.

Audio-Lingual-Visual Drill.

1) Quem é?
É o João.

Como está o João?
O João não está bem. O João está doente.

Que tem?
Tem uma constipação. (no Brasil é: um resfriado).

2) Aonde tem que ir o João?
O João tem que ir ao médico.

Com quem vai ao médico?
Vai ao médico com sua mãe.

3) Que é?
É o consultório do médico.

4) Com quem fala o João?
O João fala com o médico.

5) Que faz o João?
O João abre a boca.

Que faz o médico?
O médico examina a garganta.

Como está a garganta?
A garganta está vermelha.

6) Que dá o médico?
O médico da uma injecção.

Que faz a injecção?
A injecção pica.

7) Que dá o médico à mãe?
O médico da comprimidos à mãe.

Quantos comprimidos tem que tomar o João?
O João tem que tomar dois comprimidos cada dia.

Allow the students to do a free narrative of pictures 1 - 7.

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TEST

Part One: You will hear 5 sentences which describe 5 of the 6 pictures on your test page. Write the number of the sentence in the box above the picture which the sentence describes. One of the 6 pictures will not be described in a sentence. Therefore, you will number only 5 boxes and you will leave one box empty.

☐	Doctor giving injection	O João tem uma constipação
☐	Boy speaking with doctor	O João fala com o médico.
☐	Doctor giving pills to boy's mother.	O médico examina a garganta.
☐	Boy taking pills	O médico dá uma injecção.
☐	Boy sneezing	O João toma comprimidos.
☐	Doctor examining boy's throat.	

Part Two: You will hear five questions. Each question will be followed by three possible answers (a,b, and c). Write a plus sign in the box next to the letter of the correct answer.

1. ☐ a. ☐ b. ☐ c. ☐

O João e o Paulo têm fome?
Sim, temos.
Sim, têm.
Sim, tenho.

2. ☐ a. ☐ b. ☐ c. ☐

Você tem um fato de banho?
Sim, tenho.
Sim, tem.
Sim, temos.

3. ☐ a. ☐ b. ☐ c. ☐

Aonde tens que ir quando estás doente?
Tenho que ir ao médico.
Tens que ir ao médico.
Temos que ir ao médico.

4. ☐ a. ☐ b. ☐ c. ☐

Que tem que comprar a Maria?
Temos que comprar pão.
Tem que comprar pão.
Tens que comprar pão.

5. ☐ a. ☐ b. ☐ c. ☐

Que tem que tomar quando você tem uma constipação?
Tem que tomar comprimidos.
Temos que tomar comprimidos.
Tenho que tomar comprimidos.

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FOX POINT ELEMENTARY SCHOOL
455 WICKENDEN STREET
PROVIDENCE, R. I. 02903

February 25, 1971

Caros pais:

São convidados cordialmente a participar como conselheiros na comissão do programa be-linguês (titulo VII).

A reunião terá lugar na escola de Fox Point, dia 9 de Março pelas 7:30 da noite. As funções da comissão são as seguintes:

1) Ajudar a desenvolver a instrucão do programa
2) Expor o interesse dos pais e da comunidade
3) Ajudar no progresso do programa
4) Estabelecer um processo na qual os pais podem ter prontamente as suas reclamações
5) Elevar o programa na comunidade
6) Auxiliar a comunidade em ajudar o programa

Por favor façam todas as diligências em assistir a esta reunião

Sinceramente,
Frank Piccirilli, Jr.
Frank Piccirilli, Jr.
Coordenador do Titulo VII

FP/sb

OVER

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FOX POINT ELEMENTARY SCHOOL
455 WICKENDEN STREET
PROVIDENCE, R. I. 02903

February 25, 1971

Dear Parent:

You are cordially invited to attend and participate on the Title VII Bilingual Advisory Committee. This committee will hold its initial meeting on Tuesday, March 9th at the Fox Point Elementary School at 7:30 P.M. The following are some of the functions of this committee:

1) To help develop and implement the project

2) To represent the interests of the parents and community

3) To assist in evaluating the project

4) To establish a procedure by which grievances of parents and others can receive prompt consideration

5) To promote the project in the community

6) To assist in mobilizing the community resources in support of the project

Please make every effort to attend.

Sincerely,

Frank Piccirilli, Jr.

Frank Piccirilli, Jr.
Coordinator, Title VII

OVER

FP/sb

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HOPE

NEWS ABOUT COMPENSATORY EDUCATION IN RHODE ISLAND

MAY, 1971/Vol. I, No. 3

Published by the Office of Compensatory Education,
State Agency for Elementary and Secondary Education

PROVIDENCE, R.I. 02908

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Project Visits — Second in a Series

Fox Point School Leads R.I. In Bilingual Education

Every weekday morning a little girl named Manuela stands up in her classroom at Providence's Fox Point School, faces the American flag, and recites in Portuguese:

"Eu prometo a minha lealdade á bandeira dos Estados Unidos da America, e ao páid que representa uma nacao, indivisiel, sob o poder de Deus, com liberdade, e júsfica para todos."

The Pledge of Allegience completed, Manuela and two hundred other Fox Point pupils are ready to begin another day in one of Rhode Island's most unusual school programs: bilingual education.

Relatively new on the American educational scene, the bilingual concept strikes a sharp contrast to the melting pot theory of Americanization.

Instead of either ignoring her language problem or trying to "convert" Manuela into a speaker of English as quickly as possible—as most schools do — Fox Point's bilingual program continues a major part of her education in her native tongue. At the same time, however, English is introduced into her schooling, slowly at first, and then in increasing amounts.

Bilingual Program's Goals

The goals of bilingual education, according to the Fox Point program director Frank C. Piccirilli Jr., are: to respect and retain Manuela's cultural identity; to prevent her educational retardation by letting her keep pace in her own language, but to also prepare her for a new world in which the English language will predominate.

Providence's bilingual program at Fox Point — the only one in Rhode Island — draws about 37% of its budget from the city, with the balance coming from federal monies provided under Title VII of the Elementary and Secondary Education Act. The combined budgets for 1970-71 totals $236,682.

Eligibility for Title VII assistance is limited to schools enrolling a high concentration of low-income children with limited ability in English. Edward T. Costa, state coordinator of compensatory education, is also Title VII coordinator for Rhode Island.

The Fox Point neighborhood on Providence's East Side is the point of arrival for many Portuguese immigrants to southeastern New England. Each year hundreds of newcomers — the majority from the Azores Islands — move into its crowded tenement houses, bringing with them children for whom English is literally a foreign language.

FOX POINT

Continued from page 1

One of Only 70 Approved

This is the second year for the Fox Point program, which is projected as continuing, with Title VII assistance, for a total of five years. Of more than 900 projects proposed for Title VII in 1969, the Fox Point project was one of only 70 approved for implementation in 1969-70.

Federal support for bilingual education originated in 1967 with the passage by Congress of the Bilingual Education Act (subsequently Title VII, ESEA). The first funds — $7.5 million — were appropriated for 1968-69, and since then funding has more than tripled. Today there are more than 100 projects supported by $25 million in federal funds.

Initially aimed primarily at Mexican-Americans, bilingual education has rapidly expanded to include projects in languages ranging from Chinese to Choctaw. Portuguese, Spanish and French projects are conducted in the New England states.

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Frank Piccirilli and two of his bilingual education project teachers: Miss Aida Botelho and Mrs. Charlotte Paslay.

A number of Rhode Island school systems, including Providence's, sponsor ESL (English as a second language) programs for non-English-speaking children. Mr. Piccirilli, director of the Providence bilingual program and ESL programs, sums up the differences between the two approaches this way:

"In essence, ESL says, 'abandon your language and adopt ours.' But bilingual says, 'your language and culture are important, too.'"

Portuguese and English Taught

The importance bilingual education places on the immigrants' native language is demonstrated in the unusual construction of the Providence project. One hundred of the 200 children in the project are native speakers of Portuguese; the other 100 are native speakers of English. Just as the Portuguese speakers are slowly introduced to English, the American natives are gradually introduced to Portuguese.

The two groups complement each other "beautifully," according to Mr. Piccirilli: "At recess you see both the English and Portuguese speakers mingling and having a wonderful time using both languages. In mixed classes, you'll see one child trying to help another with a language problem.

"Having two kinds of children helps the educational process, as well as underscoring our interest and respect for the Portuguese language and culture. Besides, just as it's necessary for the Portuguese children to learn the language of their new country, it's necessary for English-speaking children growing up in a neighborhood that's 85% Portuguese to know something of that language."

The Fox Point program started in grades 1 and 2 last year, added grade 3 this year, and next year will add grade 4. By 1973-74 the program will include kindergarten through grade 6.

A Careful Introduction

Although the program is developing rapidly, a key to its success is its careful and deliberate method of introducing the new languages to the children. Thus, for the first 10 weeks in grade 1 a child spends 195 minutes a day in classes conducted in the "vernacular" (his native tongue, whether English or Portuguese), 105 minutes in "mixed" groups for recess, lunch, art, music and physical education, and only 30 minutes learning the second language. By third grade, however, the child is spending equal amounts of time—120 minutes each—in Portuguese and in English—in daily classes in language arts, social studies and math classes, and the balance of the day in "mixed" groups.

The children move from room to room for their instruction, with only Portuguese being spoken in certain classrooms, only English in others, and both in still others. Instruction begins simply, with such conversational standards as "good morning" in the new language. Later on, in the second year, arithmetic instruction is given in the new language, but only to reinforce previous instruction in the native tongue. New concepts are always introduced in the vernacular.

The Fox Point program has a staff of six teachers—three native Americans and three native speakers of Portuguese—and seven teacher aides from the Fox Point community.

"They're all sold on the program" says Mr. Piccirilli, who describes his staff as "fabulous"—an assessment based on their willingness to cope with the peculiar challenges of a bilingual program.

Problems Encountered

Among the problems: a shortage of free time for the children, compared with conventional classroom work; a shortage of teaching materials in Portuguese (partially remedied by Fox Point staffers who are creating their own), and a complete absence of standardized test data and academic records for almost all Portuguese newcomers. (A group of Rhode Island educators, including Mr. Costa and Mr. Piccirilli, hope to visit Portugal soon in order to improve "educational communications" between the two nations.)

Despite the problems, Mr. Piccirilli feels the new program is developing well, and that bilingual education is the system of the future for areas where there are large numbers of immigrants with a common language problem. For now he is simply concerned with the 200 children at Fox Point, and his principal goal for them: to make them, native English and Portuguese speakers alike, completely bilingual in four years.

. . . AND IN PORTUGUESE

Because she's in bilingual education, the youngster is also taught in her native Portuguese.

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LEARNING IN ENGLISH . . .

This six-year-old girl from Portugal spends part of her day learning English – a "foreign language" to her.

BEST COPY AVAILABLE

Consul Describes Immigrants

The Portuguese Among Us in R.I.

Dr. Manuel DeCarvalho (right), Portuguese consul in Providence, discusses bilingual education with Edward T. Costa (left) and Gerard S. Richard.

A close observer of the Portuguese-American scene in Rhode Island is Dr. Manuel A. DeCarvalho, whose sixth-floor office in Providence's Industrial National Bank Building almost overlooks the Fox Point district.

Dr. DeCarvalho's credentials as a commentator are substantial: a native of Lisbon, he served in the Portuguese Army, came to the United States and was appointed Portuguese consul in Providence, and then earned a law degree at Boston College. He holds both American and Portuguese citizenship.

"I don't want you to think I'm running an employment agency here," Dr. DeCarvalho smilingly told a visitor one day after finishing a phone call in which he recommended two young men to a Cranston employer.

"But we are constantly getting calls from employers for Portuguese workers. Even in a slow economic period they keep asking for Portuguese men and women, because they're such reliable, hard workers."

The Portuguese have, in fact, developed something of a reputation for their capacity for hard work, leading one prominent attorney of Portuguese descent in nearby Massachusetts to sigh that "the disease of the Portuguese is too much work and not enough relaxation."

"We just don't have unemployment among the Portuguese," Dr. DeCarvalho says with special emphasis. The typical immigrant family will move into a three-family flat in a lower-income neighborhood, find work for father, mother and all older children, buy a car and then a house, renovate the house, then move on to a newer or bigger house. All the while the family keeps working as hard and as steadily as "pile drivers."

"Their background is often agricultural," says Dr. DeCarvalho, "but the Portuguese adjust well to new environments. In no time they're operating high-speed machinery in factories, for example."

Although the Portuguese have figured most prominently in foreign immigration to Rhode Island in recent years, their proportion of the state's population – 7 to 8% – is somewhat lower than is sometimes estimated, according to Dr. DeCarvalho.

The greatest numbers have arrived since the liberalization of the nation's immigration laws in 1965. An average of 2,500 to 3,000 Portuguese have arrived in Rhode Island each year, Dr. DeCarvalho estimates, and of these perhaps 75% come from the Azores Islands.

While praising the Portuguese "spirit of adventure" which brought them to these shores, their adaptability, and their industriousness, Dr. DeCarvalho acknowledges that they may not place enough value on education.

"Somehow they must learn to keep their children in school after they turn 16 and are ready to go to work," he says.

TESOL Planning Chapter in State

Teachers of English to Speakers of Ot Languages (TESOL) is the largest natio organization concerned with English Second Language and with bilingual struction. The organization publishes m pertinent articles and holds a five-day tional convention each year where pa concerning all levels of ESL and bilin education are read and discussed. N year the national convention will be h during March in Washington, D.C.

Many states have local chapters TESOL. Rhode Island will soon have also. If you are involved in ESL or bilin al education, why not join? We are ten tively planning the first meeting in May you are interested, please fill out the bl below and return it to Gerard Richa Rhode Island Junior College, Provide R. I. 02908.

I am interested in joining a Rhode Isl Chapter of TESOL.

Name .....

Address .....

.....

Telephone .....

Professional Status: .....

ESL Teacher

Teacher in a bilingual program

Administrator involved in ESL bilingual programs

Other (specify)

Point of View

Needed: More Bilingual Education Programs

By GERARD S. RICHARD

For more than 15 years there have been at least a few special schools in Rhode Island offering English as a Second Language (ESL) classes to non-English speaking children. When, in 1963, more non-English speaking children than ever before began to knock on the doors of the public schools, however, they were often met with little more than the courtesy shown unexpected guests. Usually the principal answering the door could not offer the new students (most of whom were Portuguese) an elementary or secondary curriculum which included English as a second language. He would merely introduce them to their teacher – a person ill-prepared in the techniques of second language teaching. The children would follow the teacher to a classroom, find some empty seats, and, looking around the classroom, find a paucity of materials geared to ESL instruction.

Educators soon began to realize, however, that these children needed extra help. As a result, Cumberland, Central Falls, Pawtucket, Providence, East Providence, Warren, Bristol and West Warwick established special classes for elementary youngsters who could speak no English. Most of the programs instituted were funded through Title I of the Elementary and Secondary Education act. At the request of the state Title I office (the state education agency's Office of Compensatory Education), workshops for teachers in the techniques of teaching English as a second language were introduced at Brown University and more recently at Rhode Island College.

Although we can say that state and local interest has improved the number and quality of ESL programs, not enough has yet been done. For example, when

Title I proposals for this academic year's programs were received in the state office, most showed little insight into the nature of language and second language learning. This reflected a simple lack of knowledge. Until recently, in fact, non-English speaking students of secondary age were placed, by some communities, in ungraded rooms with American children who were retarded or emotionally disturbed. This was indicative of administrative apathy. And less than a year ago, an ESL teacher wrote, in an evaluation, that the singing of native songs should be "outlawed." The teacher wrote that the songs "reinforced clannish mentalities." Such thoughts were the symptoms of prejudice.

ESL programs should be improved, and I think they can be improved, if all educators involved would consider a needs assessment.

School Found Irrelevant

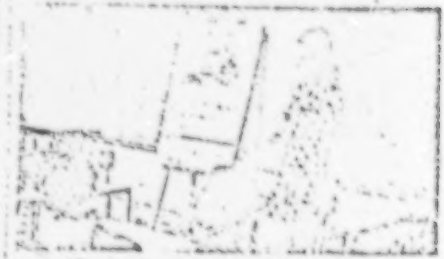
Let us first consider the non-English-speaking student who comes to Rhode Island between the ages of 15 and 18. In most instances, the student may have been out of school and working since he was 10. He is generally placed in an ESL class, and he is allowed to attend, for part of the day, other classes, such as "wood" and "glee club." His parents become confused and begin to think that a high school education is not necessary for gainful employment. Their's may well be the most logical conclusion, for it would indeed be difficult for school departments to show the foreign student and his family that there is a direct correlation between "glee club" and level of employment.

There is no reason why we cannot offer a worthwhile and realistic goal to the immigrant student who comes to Rhode Island. I believe that we should enroll every ESL student who comes to this country at age 15 in a full program of high school equivalency instruction—not "glee club" and "wood." By the time he is 18 or 19, he will be a high school graduate.

Another priority concerns teacher education. Teachers must be trained in the techniques of second language teaching. Although there are many ESL teachers in Rhode Island who have completed workshops in ESL, or who have been trained through the Peace Corps, many still lack the training needed. ESL teachers should be certified, and I hope that the state certification agency will soon make this a requirement.

Introducing TESOL

My third suggestion concerns the national organization, Teachers of English to Speakers of Other Languages (TESOL). TESOL is the largest professional organization



specifically involved in ESL and bilingual education. Many states have local chapters, but Rhode Island has none. I think we should. Nothing would improve ESL teaching more than the sharing of ideas concerning teaching techniques. If you are involved in ESL or bilingual education in any way, please consider joining a Rhode Island chapter of TESOL.

My last suggestion concerns a controversial subject, bilingual education. For several years the Providence School Department has been operating a bilingual program for Portuguese and American children. Part of the curriculum, of course,

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includes English and Portuguese as Second Languages. The concept is an excellent one. If a community has a preponderance of one ethnic and linguistic group, it seems only logical to conduct classes for that group in the native language.

Unfortunately, many educators view bilingual education as something "un-American." These educators believe that foreign students must become part of the "mainstream" as soon as possible. Emphasis on the "mainstream," however, often discourages any use of the child's native language, and in so doing fails to recognize the child's native culture as having any value. Mainstream believers do not realize that the word they commonly use to express their theory, "acculturation" often becomes a euphemism for cultural annihilation.

More Programs Needed

In the past few years we have seen some educators oppose group dynamics, the middle school, the open classroom and behavioral objectives—to mention only a few developments in American education. Yet their objections have had little effect. Objections against bilingual education will be similarly overcome. Navajos in New Mexico, Cherokees in Oklahoma, Chinese in California, Chicanos in Texas, Cubans in Florida and Puerto Ricans in New York want their children to be educated in their languages. As a result, bilingual education has already become a significant part of the American educational picture.

Rhode Island has the only public bilingual program in Providence, but there should be more. Cumberland, Central Falls and Pawtucket could, in a cooperative effort, begin a program in the Blackstone Valley. There are at least 500 Portuguese-speaking children in that area. East Providence, Bristol and Warren could do the same. If Rhode Island educators begin to plan bilingual programs now, they will avoid being forced to do it at a later date.

For example, a large Puerto Rican population is moving northward from New York and has already reached Bridgeport and Hartford. When the Rhode Island job market opens again, I believe that Puerto Ricans will seek employment in this state. As a people who have, for years, asked for bilingual education, they will not be willing to have their children open school doors and hear English as the only language spoken.

I believe that ESL instruction in Rhode Island will become more a part of a bilingual curriculum in the years to come than a segment of the regular school curriculum, as it is today. This is quickly becoming the case, from California to New York. There is only one question: Who will initiate bilingual programs in Rhode Island—parents or educators?

Mr. Richard is assistant professor of English at Rhode Island Junior College and consultant in bilingual and English-as-a-second-language education to the State Agency for Elementary and Secondary Education and the University of Rhode Island's Curriculum Research and Development Center.

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Trip to Portugal Planned to Improve Immigrant Teaching

Five Rhode Island educators will spend two weeks in Portugal this spring in an effort to improve the way American schools educate Portuguese immigrant children.

The trip has several goals, including on-the-spot research to complete development of achievement and aptitude tests for children enrolled in bilingual, Portuguese-American, education in America.

Southeastern New England educators have long been handicapped by a lack of appropriate standardized tests for measuring and placing Portuguese children. During their trip to Portugal the Rhode Islanders hope to administer tests to native children which will permit establishment of culturally-correct performance norms.

The Rhode Island delegation will also:

– Seek help from Portuguese university educators in developing an achievement test for Portuguese as a second language,

– Study and perhaps purchase curriculum materials for southeastern New England bilingual programs;

– Establish a teacher exchange program;

– Develop a system for transferring school records or Portuguese children migrating to the United States.

Members of the group, who expect to leave for Portugal May 26 and to return June 12, are: Frank Piccirilli, director of Bilingual and English-as-a-second-language education for the Providence School Department; Edward T. Costa, coordinator of compensatory education, State Agency for Elementary and Secondary Education; and three consultants to the Curriculum Research and Development Center of the University of Rhode Island: Gerard S. Richard, consultant in linguistics, Fernando Amaro, consultant on bilingual test development, and Ronald G. Koback, consultant in bilingual test development.

The group hopes to spend the week of May 30 meeting with educators in Lisbon, Coimbra and Oporto and norming the children in village elementary schools between Liston and Oporto, and the week of June 6 working in the area of Ponta Delgada in the Azores.

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FOX POINT ELEMENTARY SCHOOL
455 WICKENDEN STREET
PROVIDENCE, RHODE ISIAND

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March 30, 1971

Dear Dr. DiBiasio:

You are cordially invited to attend a festival entitled, "April In Portugal," to be held at the Fox Point Elementary School, 455 Wickenden St., Providence, R. I. on Sunday, April 25th from 3:00 p.m. to 7:00 p.m. The purpose of this festival is to disseminate the Portuguese culture that is so much a living part of our community. Through the efforts of our school and community, an excellent afternoon has been planned. This day will provide an enjoyably entertaining as well as rewarding educational experience.

Sincerely,

Frank Piccirilli, Jr.
Coordinator E.S.L./Bilingual

FOX POINT PARENT*TEACHER ASSOCIATION
455 WICKENDEN STREET
PROVIDENCE, RHODE ISLAND

May 26, 1971

Dear Parent:

There will be a meeting of the Fox Point Parent-Teachers Association in the auditorium Thursday, May 27 at 7:30 P.M. Mr. Spaight, coordinator, of the Vocational Technical Division of Central High School, will speak and show slides.

Sincerely yours,

John Fortes
President

Caros Pais:

Haverá uma reunião da Associação de Pais e Professores no auditorio de Fox Point no dia 27 do corrente mês de Maio pelas 7:30 da tarde. Mr. Spaight, coordenador da Vocational Technical Division of Central High School, falará e mostrará filmes.

O Presidente

John Fortes

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FOX POINT PARENT-TEACHER ASSOCIATION
455 WICKENDEN STREET
PROVIDENCE, RHODE ISLAND

June 14, 1971

Dear Parent:

You are invited to a special program which will be held in the school auditorium on Thursday, June 17, at 7:45 P.M. The performance will include Portuguese folk songs and dances, a playlet of a Portuguese bullfight, recorder playing, and singing by the Glee Club and Boys' Choir.

Sincerely yours,

John Fortes
President

Caros Pais:

Estão convidados a assistir a um programa especial que se realizará no dia 17 de Junho às 7:45 da noite. O programa consta de danças folclóricas portuguesas, um peça pequenina a mostrar uma tourada, musica de flautim, e cantigas pelo grupo Glee Club e Coro de rapazes.

Sinceramente,

John Fortes
Presidente

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FOX POINT ELEMENTARY SCHOOL

Dear Parent,

On Sunday June 13, the "Portuguese Field Day" will be held at Rocky Point Par .

Your child has been chosen to participate in the program.

Transportation will be provided at 12:?0p.m. Buses will leave and return from the Fox Point Elementary School.

Food and beverages will be provided.

All parents are invited to participate in the day's festivities although transportation will not be provided.

Sincerely,

Frank Piccirilli
Director ESL/BL

NOTE: I give my child_____. permission to attend the "Portuguese Field Day" on June 13 at Rocky Point Park.

Parent's signature_____

Caros Pais,

Domingo, dia 13 de Junho, será apresentado a "Dia de Portugal" no Rocky Point Park.

A vossa criança foi escolhida a participar no programa.

O transporte das crianças far-se-á as 12:30 da tarde. As camionetas sairão da Escola Elementar de Fox Point e voltarao ao mesmo lugar.

Serão servidas comidas e bebidas.

Todos os pais estão convidados a participar na festa deste dia, embora nao nos seja possivel oferecer-lhes transporte.

Se desejarem mais alguma informacao ponham-se em comunicacão com a professora do seu filho.

Sinceramente,

Frank Piccirilli
O Director do ESL/BL

NOTA: No caso de dar autorizacão ao seu filho assine por favor este papel.

ASSINATURA _____

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FOX POINT ELEMENTARY SCHOOL
455 WICKENDEN STREET
PROVIDENCE, RHODE ISLAND 02903

Reminder

Dear Parent:

Please send your child to the Fox Point School on Sunday, June 13, at 12:15. The bus will leave promptly to Rocky Point Park for the Portuguese Field Day.

Thank you.

Caros Pais:

Pedia-se o favor de mandar o seu filho (ou filha) para a Escola de Fox Point, domingo, dia 13, às 12:15 (meio dia e um quarto), a fim de tomar o autocarro, que os levará ao Rocky Point Park onde actuarão no "Dia de Portugal."

Reconhecidamente agradece.

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Responde:

1. Tens sede?
2. Tens fome?
3. Onde está a esplanada?
4. A esplanada tem muita gente?
5. As mesas são grandes ou pequenas?
6. Onde estás agora?

7. Põe um + na que está certa.
   a. Estamos na escola
   b. Estão na escola
   c. Estão na escola

Nome:

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10 LIÇÃO

Pai - Vamos para a sala de estar.
José - Meu pai lê o jornal.
João - O que lês José?
José - Eu leio o livro de ingles.
João - Eu vou para a minha casa.
Muito obrigado senhor e
senhora Rosa. Adeus José.
José - Adeus João.

- Olha Pedro está a nevar!
- Ch! Que Bom - diz o Pedro.
- Bom?! Tu gostas do inverno?
- Sim! Gosto muito. E tu?
- Eu não gosto.
- Não gostas, porquê?
- Porque faz muito frio.
- Não gostas de brincar na neve e fazer um boneco de neve?
- Ch! Sim, gosto.
- Então vamos.

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ROBERTO - João, na praia há muita gente.

JOÃO - Sim, Roberto e a água está fresca.

ROBERTO - O fato de banho da tua irmã é bonito.

ROBERTO - João, queres fazer uma cidade na areia?

JOÃO - Sim, Roberto. Eu faço as ruas e tu fazes as casas.

ROBERTO - Eu vou fazer um hospital e uma escola.

MARIA - A cidade está muito bonita. O que é isto?

JOÃO - É um parque e isto são as ruas.

C meu
estão
vou
estamos
Carro
minha
prepara
sumo da
laranja
comprar

A Maria e o João _____ na
sala de estar. Eu _____
com a _____ mãe na cozinha.
A _____ mãe _____
a comida.
Eu _____ do supermercado
comprar _____, _____
_____ para o _____ jantar

Complete estas frases.

Eu est_____. A mi_____ mãe.
O m_____ pai. Ele est_____. Eu te_____
Ele est_____.

logámos
estão
Outono
meus
jogo
atiro
a bola

Os meninos _____ no parque.
Eu _____ futebol no parque com
os _____ amigos. Eu _____
a bola O João _____ a bola.
Nós _____ futebol no
_____?

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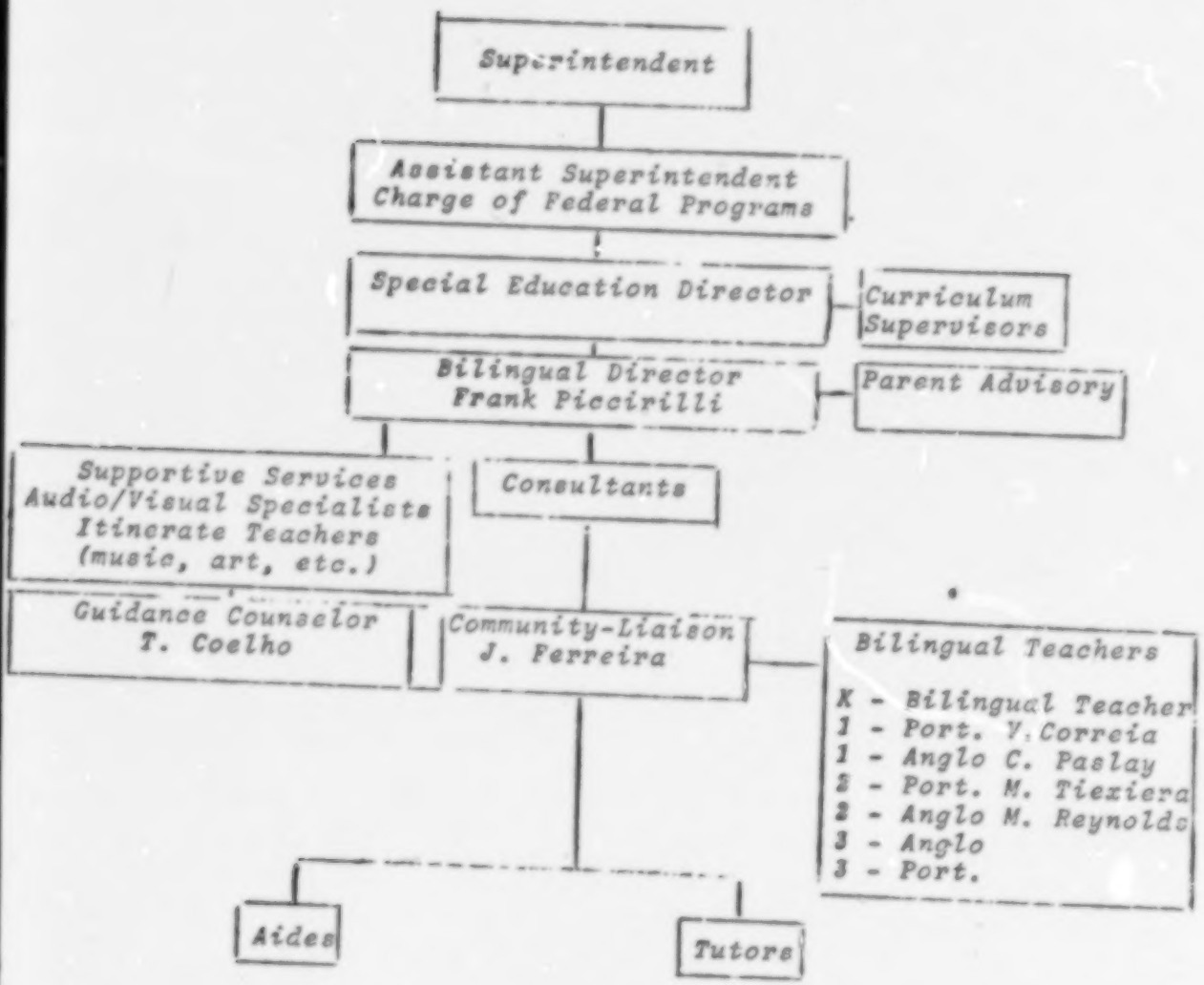
O João ati_____ a bola.
O João jo_____ à bola.
Nome_____

ORGANIZATION AND STAFFING CHART



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